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Birds of Prey

A Reading A-Z Level P Benchmark Book

Word Count: 685



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BENCHMARK • P

Birds of Prey



Written by Fran Mason

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Birds of Prey
Level P Benchmark Book
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Written by Fran Mason

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Correlation

LEVEL P	
Grade	2
Fountas & Pinnell	N
Reading Recovery	21
DRA	30

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Red-tailed hawk

Introduction

Birds that hunt and eat other animals are called “birds of prey.” Birds of prey have strong feet with **talons**, or claws. They grab their **prey** with their feet. They also have sharp, curved beaks. They use their beaks to tear apart their food. Birds of prey live all over the world. They live in open prairies, on mountaintops, and in deserts. A few birds of prey even live in cities.



European eagle owl

Owls

Owls are one kind of bird of prey. Most owls hunt at night. They use their sensitive ears to listen for their prey. They use their big eyes to see at night. Owls drop down on their prey and snatch it up in their claws. Some kinds of owls eat small birds, mice, or insects. Other owls can catch fish or crabs in shallow water.



Barn owls

Do You Know?

Owls have softer, fluffier feathers than most birds. Their soft feathers allow them to fly silently and sneak up on their prey.

Barn Owls and Great Gray Owls

The common barn owl is found in North and South America, Europe, Asia, Africa, and Australia. These owls discovered that barns can be good places to live.

One of the world's biggest owls is the great gray owl. This owl lives in Canada, northern Europe, and northern Asia. It can live to be 40 years old. It can grow up to 84 centimeters (33 in.) tall.



Pygmy owl

Northern Pygmy Owl

One of the world's smallest owls is the northern pygmy owl. It lives in western North America. It is only about 16 centimeters (6 in.) tall. But it is fierce! The pygmy owl can often scare off animals bigger than it is. Pygmy owls live in holes in trees. They like to eat small birds, lizards, and insects.



Great
horned
owl

Do You Know?

The tawny owl, found in Britain, Europe, and Asia, can be found in cities with large parks, such as London and Berlin. It has such good ears that it can hear an earth-worm crawling out of its hole.

Great Horned Owl

The great horned owl has a famous "hoot." Its call can be heard from far away on quiet nights. It lives in the forests, deserts, and plains of North, Central, and South America. The great horned owl likes to eat many different animals, such as rabbits and chickens. Sometimes it will wade into the water to catch a frog or a fish.



Bald eagle

Falcon-Like Birds

The family of falcon-like birds of prey are different from owls. Falcon-like birds hunt during the day, so they do not need the big eyes and silent feathers that owls have. Instead, they need speed, so they have a sleeker shape.



Golden eagle

Eagles

The eagle is a well-known bird of prey. The African martial eagle has a **wingspan** as long as a grown person's height. This eagle is so big that it can capture a baby gazelle. It usually eats rabbits, squirrels, and birds. Golden eagles and bald eagles live in the open country of western North America. The golden eagle can also be found in Europe, Asia, and northern Africa. Eagles use sticks to build nests that are larger than bathtubs.



Peregrine
falcon

Falcons

Falcons are fast fliers. The peregrine falcon lives in landscapes that range from **arctic tundra** to tropical rain forest. It is one of the fastest-flying birds of prey. When it dives, it can reach a speed of 322 kilometers (200 mph) per hour. The peregrine falcon usually eats prey that it catches in midair.



Cape
Griffon
vulture

Vultures

You might be surprised to know that vultures are also birds of prey. They are different from hawks and eagles because their prey is dead before they eat it. For this reason, they are known as **scavengers**. The Cape Griffon vulture of southern Africa feeds small bones to its chicks to make their bones strong.



Turkey vulture

The turkey vulture of North, Central, and South America benefits people. It removes dead animals so that diseases do not spread. Its sense of smell is so good that the turkey vulture has been used to help people find gas leaks.



Red-tailed hawk

Do You Know?

Eagles, hawks, and some other birds of prey with large wingspans can soar on top of warm air masses. They can float high in the air for long periods of time without flapping their wings.

Hawks

Hawks are sharp-eyed hunters. Many hawks can hunt in dense brush because of their long tail and rounded wings.

The gray hawk has a beautiful black-and-white banded tail. This bird lives along rivers in Mexico and eats lizards.



Black kites

Kites

Kites are lightweight birds with large wings and a forked tail. The black kite is found in Europe, Africa, Asia, Australia, and elsewhere. The black kite is a scavenger and a **predator**. Black kites are plentiful because they can eat many different things. Hundreds of them can be seen flying together in some tropical places.

Glossary

arctic tundra	treeless, windswept plains near the North Pole (p. 11)
predator	an animal that catches and eats other animals (p. 15)
prey	an animal that is hunted and eaten by another animal (p. 4)
scavenger	an animal that finds and eats scraps of garbage or animals that are already dead (p. 12)
talons	the claws of a bird (p. 4)
wingspan	the width of a bird's wings when they are fully spread (p. 10)

Reading a-z Running Record

Level P

Student's Name _____ Date _____

Birds of Prey
136 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
4	Birds that hunt and eat other animals are called "birds of prey." Birds of prey have strong feet with talons, or claws. They grab their prey with their feet. They also have sharp, curved beaks. They use their beaks to tear apart their food. Birds of prey live all over the world. They live in open prairies, on mountaintops, and in deserts. A few birds of prey even live in cities.								
5	Owls are one kind of bird of prey. Most owls hunt at night. They use their sensitive ears to listen for their prey. They use their big eyes to see at night. Owls drop down on their prey and snatch it up in their claws. Some kinds of owls eat small birds, mice, or insects. Other owls can catch fish or crabs in shallow water.								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

Speedier than a Meteor

A Reading A-Z Level P Benchmark Book

Word Count: 1,370




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Speedier than a Meteor



Written by Stephen Cosgrove
Illustrated by Kevin McCarthy

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Correlation

LEVEL P	
Fountas & Pinnell	N
Reading Recovery	21
DRA	30



I live in Seattle, Washington.

I know what you're thinking. You're just like my cousin who came up here from Los Angeles thinking that everybody in the Northwest lives in the forest. I live in the city, the inner city, and there aren't many trees on the street where I live.

My name is Shaquille O'Neal, and no, not that one.

I love my name, and at the same time,
I hate my name.

My mom and dad are big basketball fans, and when I was born they thought the real Shaq was better than the smell of a new car. About the only things Shaq and I have in common are that we are both black, have the same name, and love basketball. There are a few things that we don't share. He's in his thirties, and I am in my nines. He is very tall, and I am very short (even for being in my nines). He is the best basketball player in the world, and I am the worst basketball player in the world.

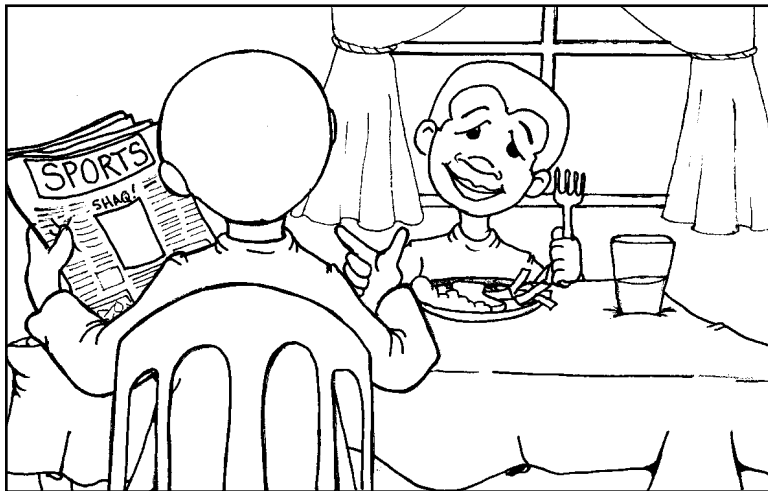
Plus, he is rich, and I am poor.

Like him, I love basketball—it is the best sport in the world. There is nothing better.

But last year was the worst, the absolute worst.

We usually start playing basketball in late September. Every Saturday, without fail, the Central District's Boys and Girls Club sponsors league-play for all age groups. My age group, 9 to 11, is the biggest.

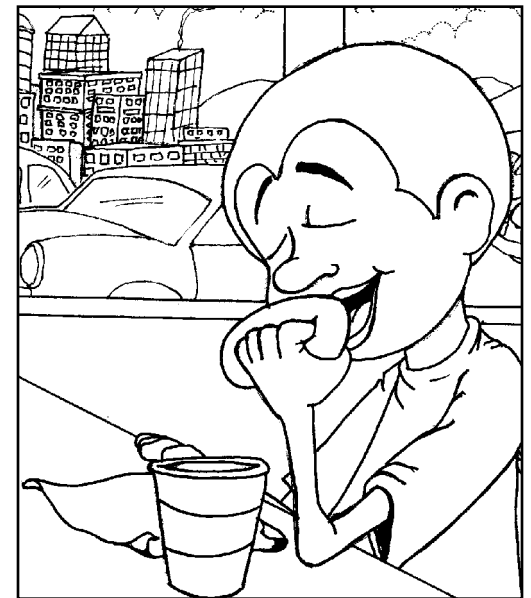
As usual, my dad was excited about basketball season. After getting home from the cleaners where he works, and all through dinner, all he talks about is basketball. Most of all, he talks about me playing basketball. I'm his very own personal Shaquille O'Neal.



But my dad never figured out that I wasn't very big. At eight years old, I was barely tall enough to look over the kitchen counter. A basketball was almost bigger than I was. But I tried really hard because, like I said, I like basketball. It just didn't start out liking me.

My dad would drive me to the Boys and Girls Club at 8 o'clock every Saturday morning on his way to work. He would stop in at the doughnut shop and get coffee, hot chocolate, and some glazed doughnuts.

As he slurped his coffee and munched a doughnut, he would talk about how much fun I was going to have.



Then he'd drop me off, and I would stand around until they unlocked the doors at 9 o'clock.

Then I would go inside and stand around until they started choosing teams.

Then I would stand around while they chose everybody else.

Then I would stand around being the only one left.

Then somebody would have to pick me.

"But coach, he's too little."

"Ah, but with Shaquille O'Neal on your team, you can't help but win."

Then everyone would laugh, the team would pick me, and everyone would make fun of me because of my name and my size.

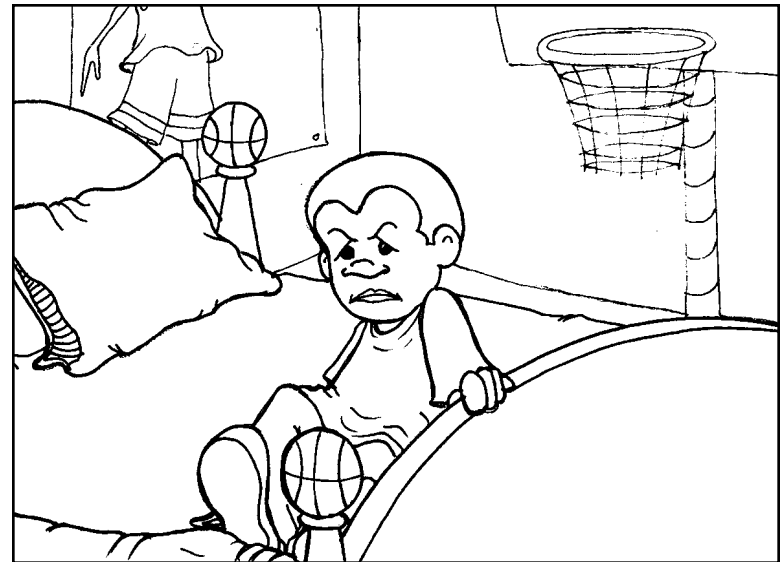
Then I would sit around while all the other kids played basketball.

Then I would stand around after they closed the Boys and Girls Club and wait for my dad to pick me up after work.

Then I would tell my dad how great I was and how much fun I'd had.

Then we would go home, and I would go into my room and feel really mad. Why did I have to be so small, and why did I have to have such a big name?

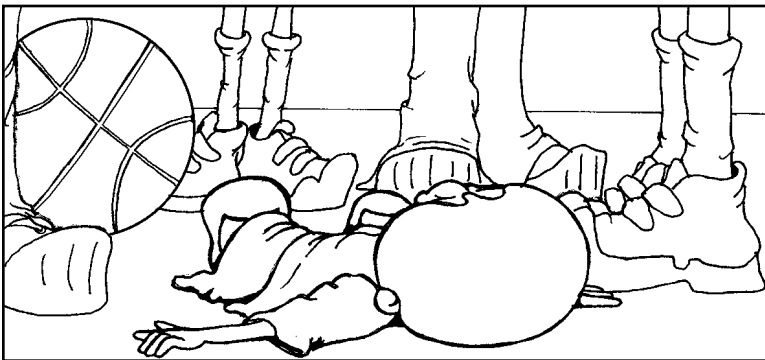
It wasn't until the end of November that I got to really play at all. It wasn't that



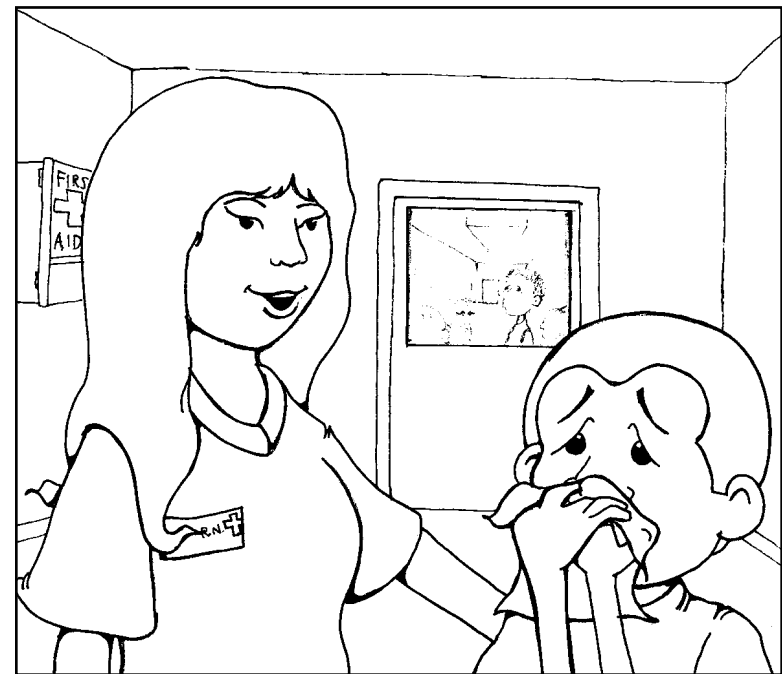
I got better, because I hardly got to play until then. It was just that a lot of kids went away for Thanksgiving weekend, and then it was the beginning of flu season. I didn't get sick, and I got to play on one of the teams almost regularly.

The only problem was that I still couldn't play worth beans! I was shorter than short, and I could barely dribble the ball, let alone shoot it.

I tried to make up for my rotten playing by being really aggressive. I would always defend the biggest kid on the other team. I would always get flattened, and I would always get a bloody nose.



The Boys and Girls Club has a great nurse's room. I know because I spent more time in there than on the court. The nurse was a Vietnamese lady, and because none of the kids could pronounce her name, they called her Skimmy. Skimmy didn't know anything about basketball or any other American sports, but she was nice and had a pretty smile.

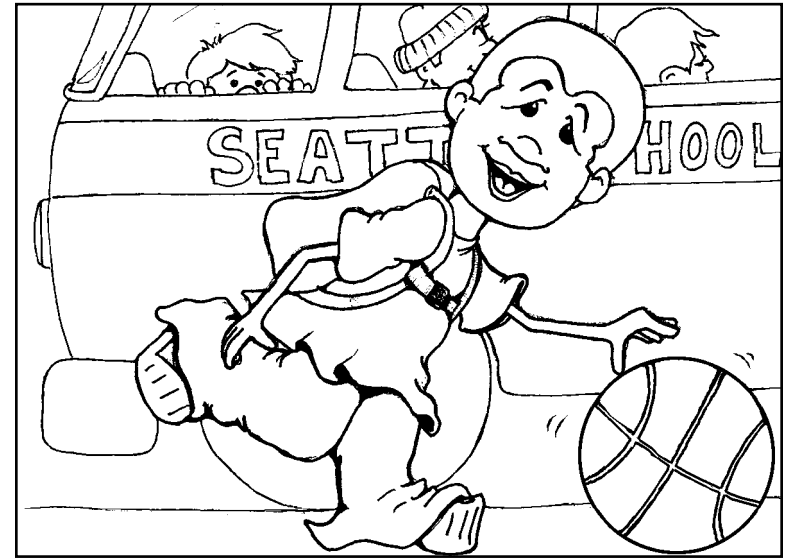


By the last game and my twelfth nosebleed, Skimmy was my friend. It was she who finally helped me become a better player. “Mr. Shaq,” she said one Saturday, “I watch you play. You always get hurt. Why do you play that way? Why don’t you take advantage of what you are? I watch you—you are fast. You are speedier than a meteor. Why don’t you get faster?”

What Skimmy had said kind of made sense. It made a lot of sense.

From then on, I never walked anywhere—I ran. And when I ran, I dribbled a basketball. I dribbled in the house until my mom yelled at me. I dribbled in the driveway, and I dribbled to the bus stop to go to school. I dribbled at school whenever I could.

Kids still made fun of me, but I was running so fast, I couldn’t hear half of what they said.



All through the heat of the summer, I ran and dribbled and dribbled and ran. And Skimmy was right—I got faster and faster and better and better.

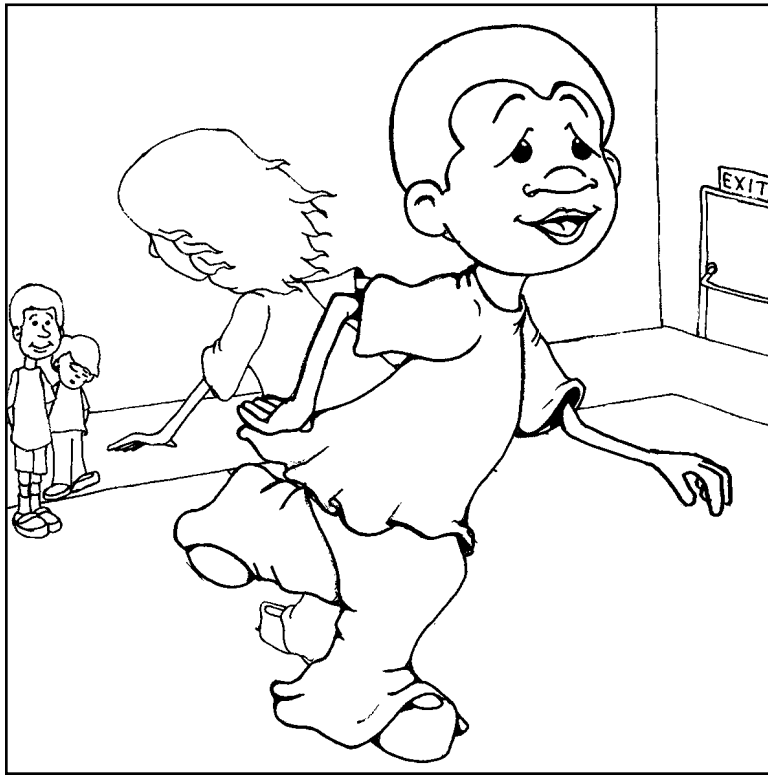
Come the end of September, I was waiting as usual for them to unlock the Boys and Girls Club.

As usual, I got chosen last.

But this year I got to play. The team captain, Louis Bidwell, didn’t want me on his team at all, but I was last and he was last.

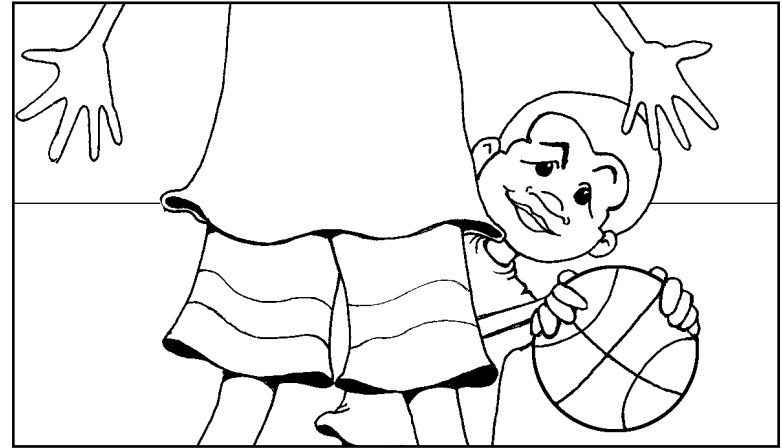
He was stuck. There was a new rule this year that everybody got to play in every game. With our team down six points and with only four minutes to go, Louis, by the rule, had to put me in or forfeit the game. With a loud groan, he took out Sally Brown.

“Just stay out of the way,” he threatened.



I didn't stay out of the way—I got in the way in a big way. The first time the other team started down the court, I slipped in there fast and stripped the ball away. Just like that I was dribbling the other way.

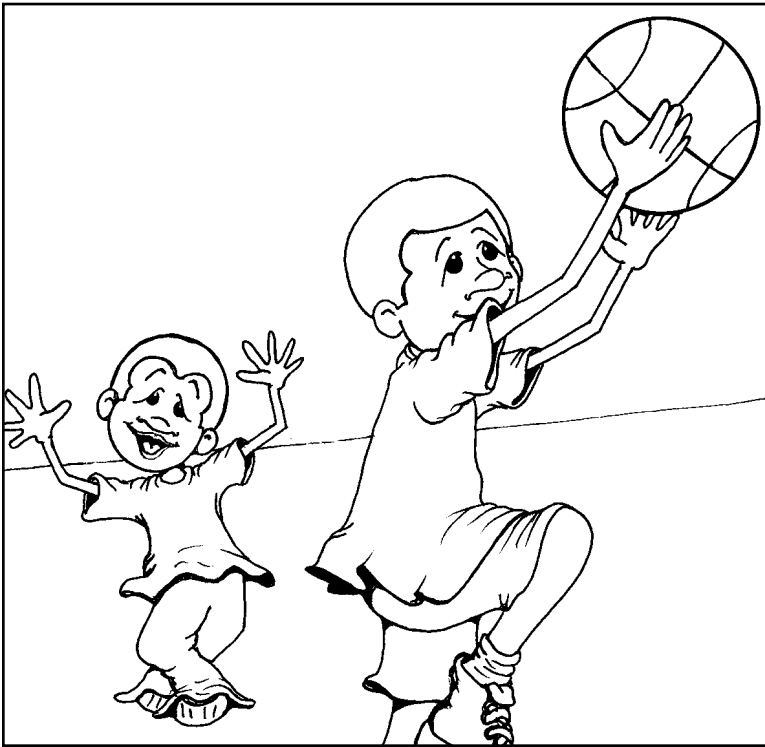
Louis was running behind me shouting, “Shoot it! Shoot it!”



There was a guard in front of me, his big arms spread out like an octopus. I planted my foot and started up, but I didn't shoot— instead I passed that ball just as hard as I could to Louis.

He didn't expect it. The ball hit him right in the gut, and his eyes bulged out in surprise and pain. But I've got to give it to Louis, at least he had the sense to shoot it—swish, all net.

The rest of the game went like that—I got the ball, I raced down the court, and I passed off to Louis. We won! Because of me, we won!



After the game, I told my dad what had happened. He was just about as proud as could be. "Hey," he said when we pulled up to the house, "how come you never shot the ball?"

"Well," I said, "I practiced running, and I really am speedier than a meteor. I practiced dribbling, and there is nobody who can dribble better than I can. But I never practiced shooting, and I'm still rotten at that!"

My dad laughed all the way into the house. It's still one of his favorite family stories to tell.

Basketball season is over, and all I do every day is run, dribble, and shoot. Without practice nothing gets perfect—just ask the real Shaq about his free throw shooting. He's really rotten—maybe he ought to practice, too.

Reading a-z Running Record

Level P

Student's Name _____ Date _____

Speedier than a Meteor
124 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	I live in Seattle, Washington. I know what you're thinking. You're just like my cousin who came up here from Los Angeles thinking that everybody in the Northwest lives in the forest. I live in the city, the inner city, and there aren't many trees on the street where I live. My name is Shaquille O'Neal, and no, not that one.								
4	I love my name, and at the same time, I hate my name. My mom and dad are big basketball fans, and when I was born they thought the real Shaq was better than the smell of a new car. About the only things Shaq and I have in common are that we are both black, have the same name, and love basketball. There are a few things that we don't share. He's in his thirties, and I am in my nines. He is very tall, and I am very short (even for being in my nines). He is the best basketball player in the world, and I am the worst basketball player in the world.								
Totals									

Accuracy Rate:

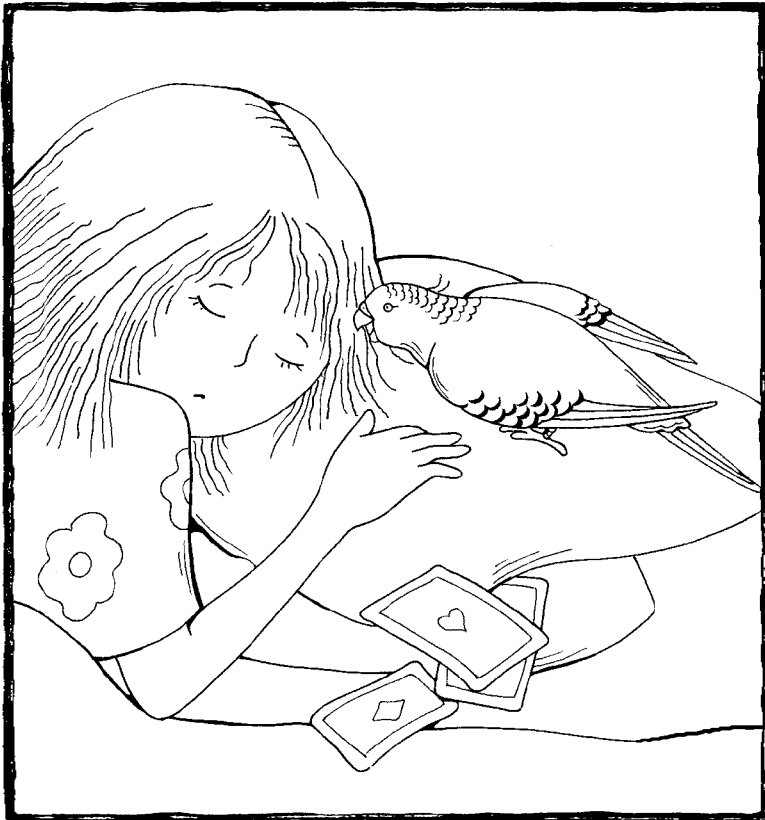
Error Rate:

Self-correction Rate:

A Late Night Chat with a Parakeet

A Reading A-Z Level P Leveled Reader

Word Count: 1,279

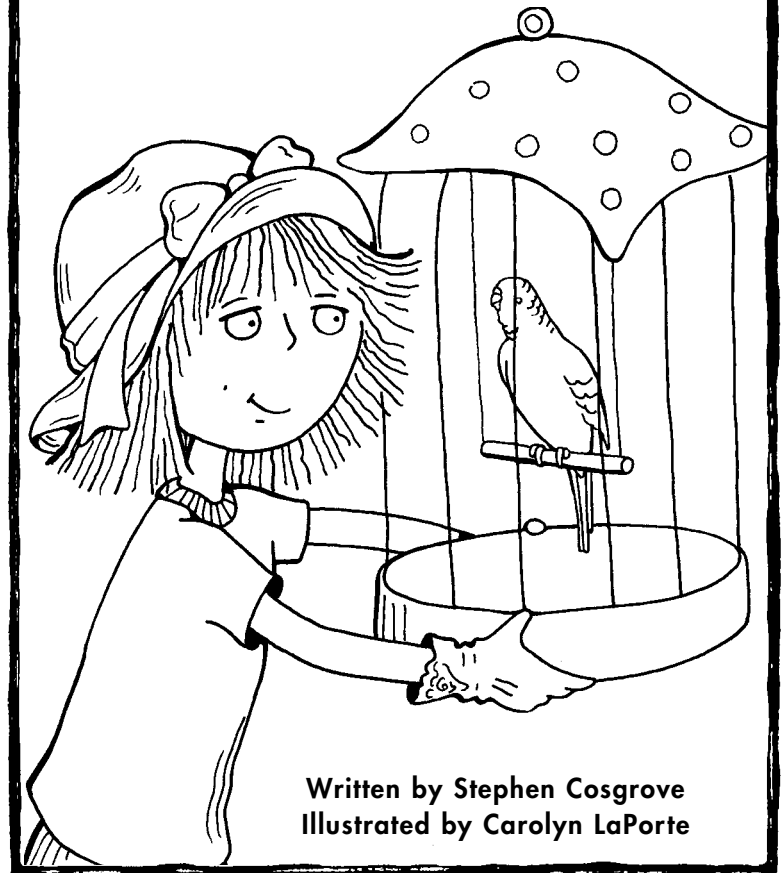



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A Late Night Chat with a Parakeet

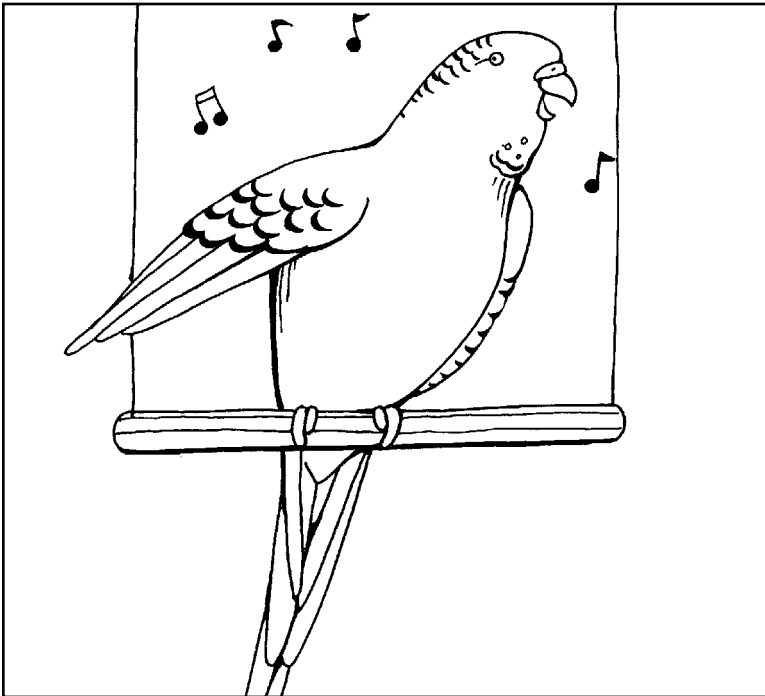


Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte

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A Late Night Chat with a Parakeet

A story from Hattie MacGruder's Diary



Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte

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A Late Night Chat with a Parakeet
Level P Leveled Reader
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Correlation

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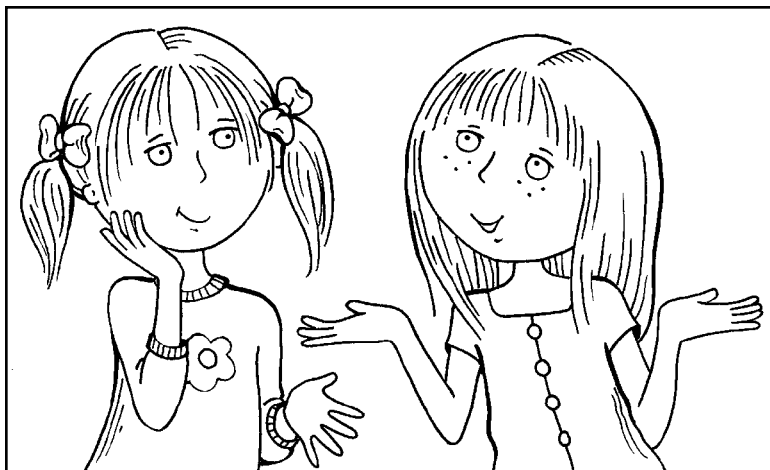
My name is Hattie MacGruder. I am queen and absolute leader of my third-grade class, and I have a parakeet!

He's not one of those little silly singing birds, but a real talking parakeet.

He talks like there's no tomorrow. He talks about the weather and my friends and the silly seeds he has to eat. He would much rather eat chili cheese fries, and he loves Britney Spears.

I am telling the truth.





There are others who are not telling the truth.

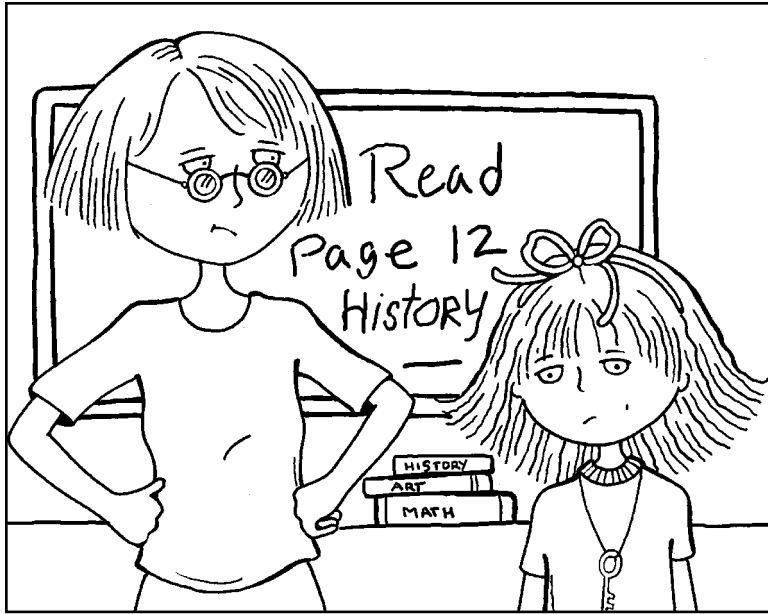
Sybil and Sarah are liars and fibbers and tellers of untruth.

They said that there never was a talking parakeet. They said the parakeet never even tasted a chili cheese fry. Mostly they said that parakeets don't talk. They said that I'd made it all up. That's why they are liars and fibbers and tellers of untruth. Because there really was what I said there was—there always is and . . .

. . . plus, I have absolute proof about the talking parakeet and all the other things that happen to me.

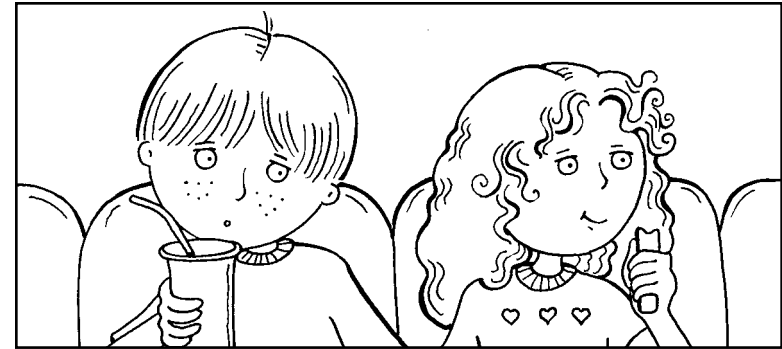
The proof is in my diary. I'm going to let you read it exactly as I wrote it when the parakeet talked. That way, you can read, first hand, the truth about this matter.





Special Note:

I am only going to let you read the parts of my diary that are about the parakeet. You won't get to read the stuff about me getting grounded for sassing my teacher—which I didn't do. I swear somebody was playing ventriloquism tricks on me. Mom was so mad that she had to see my teacher. She wouldn't even let me buy the new Britney Spears CD I had been saving up for.

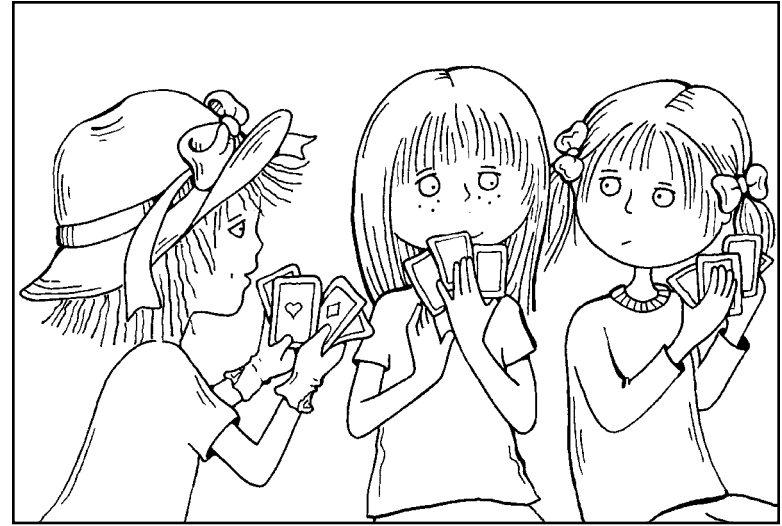
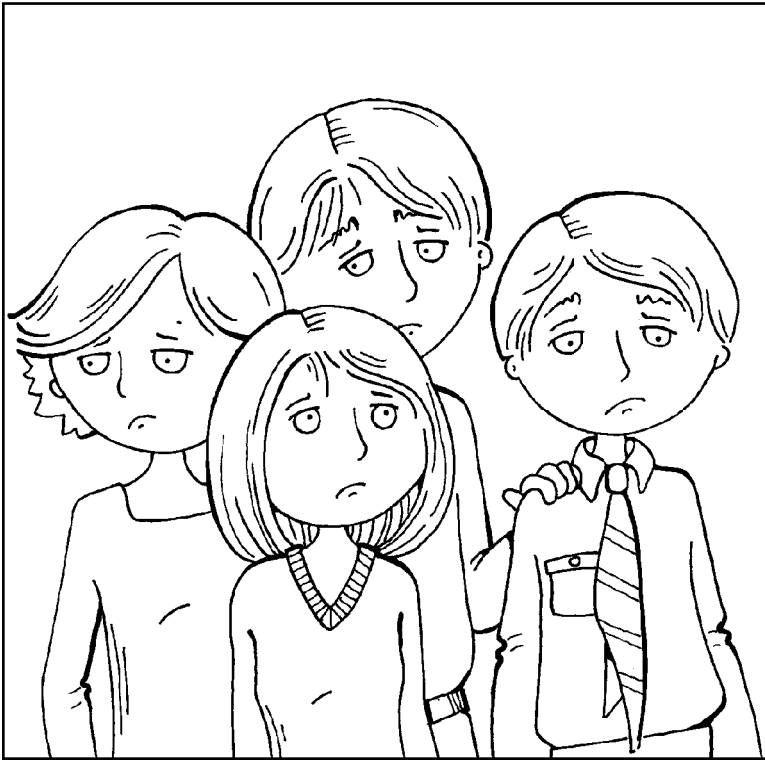


Mostly, you won't get to read anything about Sybil, Sarah, and me going to the movies on Sunday. We saw Libby Thompson, and she was not sitting alone. She was sitting with the geek of all geekers, Davey Brewster, who was supposed to be my friend. But he must have forgotten about our little talk after lunch on Thursday. Libby must have made him go with her—blackmail or something. And I am not going to let you read the part where Davey Brewster got her a soda. Or when he gave her the gumball that fell on the icky movie-theater floor. She ate it! I hope she doesn't get a fatal disease or anything.

The Proof:

Diary, Day 117

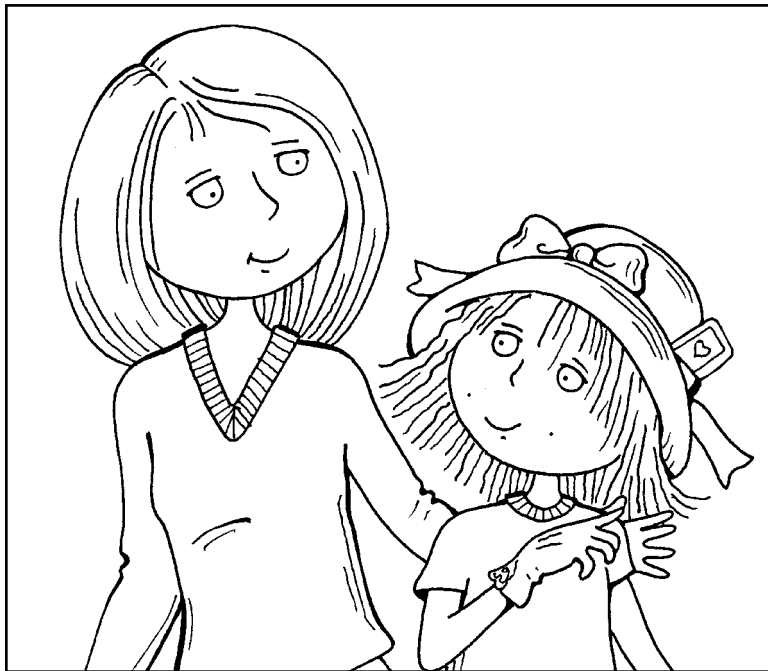
It was kind of a sad day. My mom's aunt (my great-aunt) died. I didn't know her that well, but I was sad for my mom. I didn't go to the funeral, but my mom and dad did. Then they went over to my great-aunt's house and everybody was sad together.



I spent the day at Sarah's house. Sybil came over, and we played cards (Spite and Malice), watched TV, and talked about Davey Brewster. He is so pop. He and I are special buds. We talked about it after lunch on the playground Thursday and decided that it was cool. He said he liked me better than any girl in the third grade. I like him better than any boy in the whole world. Well, except for Debbie Phillips's older brother, who I am going to marry when I retire from my career.

Anyway, I was supposed to spend the night at Sarah's, but my mom wanted me to come home.

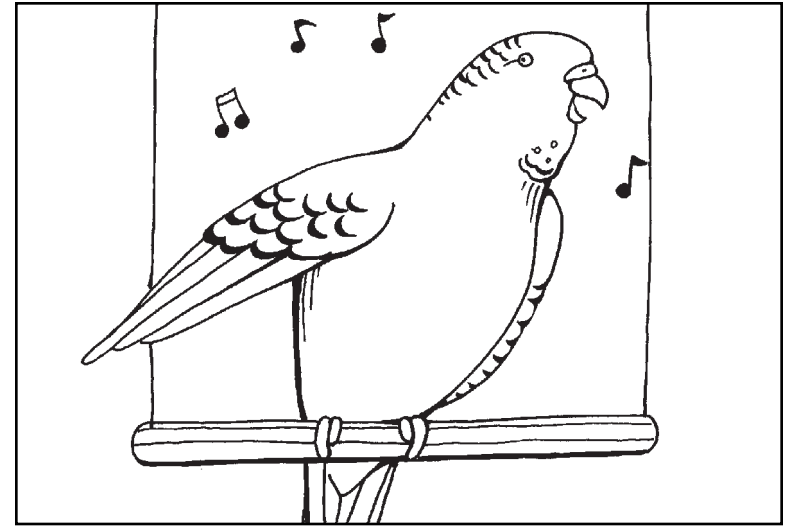
She was in a much better mood when I got there. She didn't seem sad at all. In fact, she was pretty happy. She said there was a surprise waiting for me in my room. I thought for sure it was going to be the Britney Spears CD that she wouldn't let me get. It wasn't . . .



The surprise was a parakeet—my great-aunt's parakeet—which my great-aunt's husband (my great-uncle) had given to my mother. Mom said the parakeet was very special because it had belonged to my great-aunt. She said she knew I would take good care of it.

The parakeet seems to be happy in my room. I whistled at it, and it whistled back. Wow, can it whistle and chirp and sing. It whistles really loudly. It won't knock it off! I hope that silly bird doesn't keep me awake all night!

I've got to go to sleep now. I'll write longer later!



Diary, Day 117 (later)

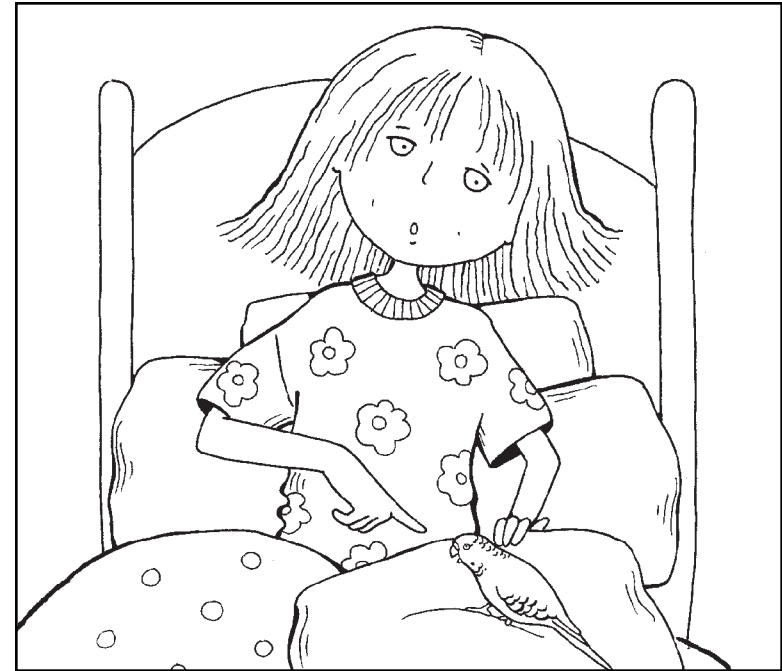
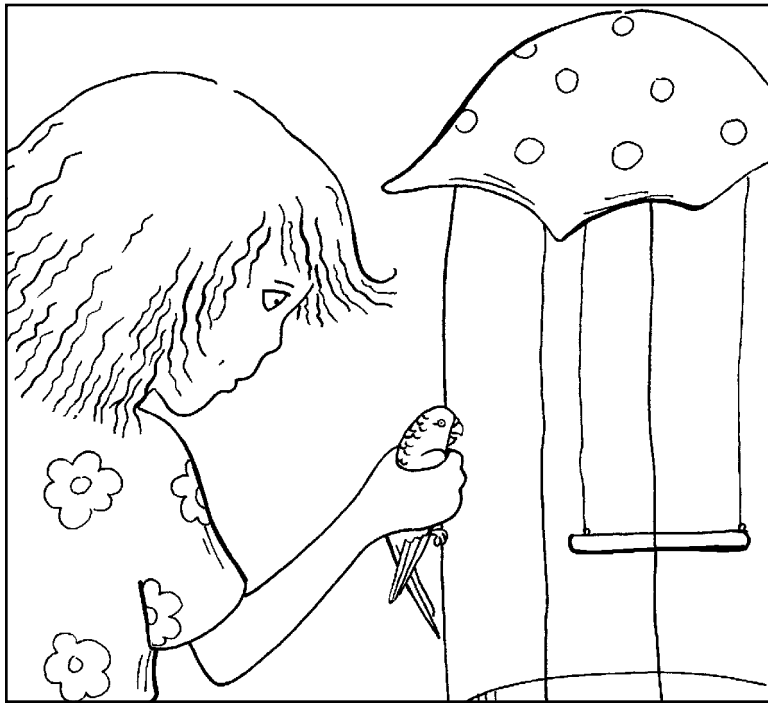
What a night!

I tried to fall asleep, but that silly parakeet kept being happy—chirping, whistling, and making clicking sounds. When the cat started meowing, I just let her get up on the bed. I thought that maybe the bird was lonely. I turned on my light and looked at it. Actually, I told it to knock it off. But it just sat on its little wooden swing and looked at me, whistling and chirping and making noises.

*I opened the cage door, reached in,
and grabbed it. It stopped singing and
didn't even flutter. My great-aunt must
have taken it out of the cage a lot.
I climbed back into bed and set it down
on my pillow. It kind of hopped around
and then . . .*

. . . it talked.

I mean, he talked.

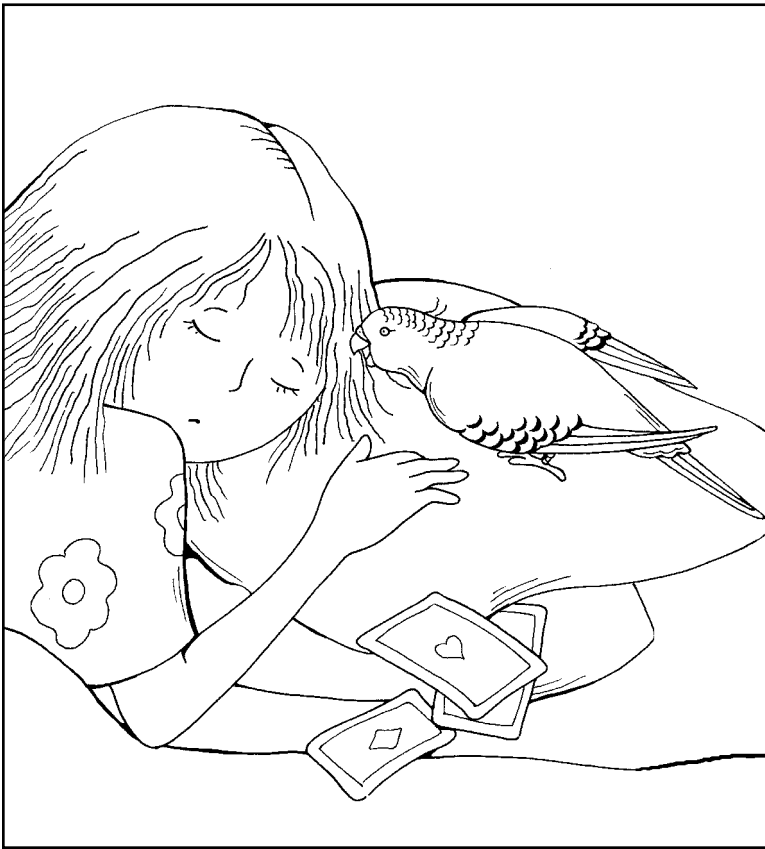


*He said my great-aunt called him Freddie,
but he much preferred Fred.*

*I couldn't believe it! Fred was speaking
just as clearly as you or I. "Well, my dear
friend, Hattie," he said, "what do you want
to do? Play cards? You do play Spite and
Malice, don't you? Or maybe we could
read a teen magazine or listen to some
music. You do have the new Britney Spears
CD, don't you?"*

He talked on and on and on. He even pooped on my pillow, but I didn't care.

With Fred still talking, I fell asleep. As I drifted off, he babbled on about flying south with the ducks for the winter or something. He thought the life of a gypsy duck was the life for him.



Now, for the bad news. When I woke up, he was gone!

I don't know where he went. The cage was still there, but it was empty. My cat was asleep on the bed, just like she always is. The only things moving in the room were the curtains tossing in a light breeze that blew through the open window. There were some feathers on the floor fluttering with the breeze. But other than that, Fred was gone.

Mom was very upset. I tried to tell her that Fred had been talking about traveling with the ducks. Maybe he slipped out, met up with a big old group of wild ducks, and headed south. I told her he would probably come back in the spring. I'll bet that's what happened.

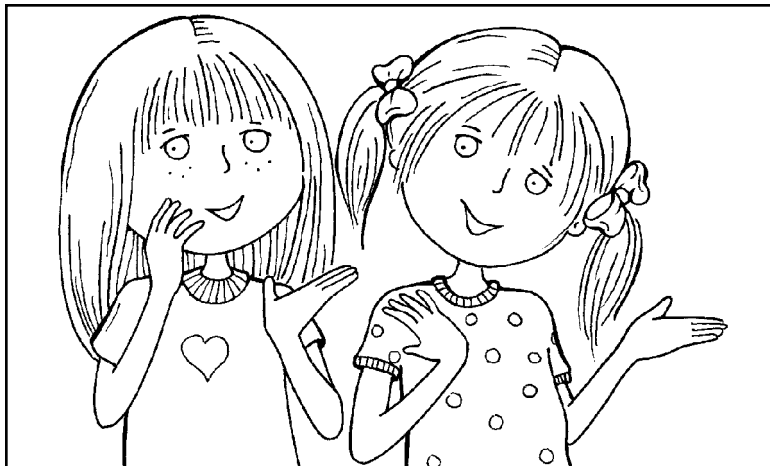


Nothing was going to get me off the hook because Mom was really mad. She gave me the "responsibility" talk. I cried like I always do.

I am grounded for today, but Sarah and Sybil still got to come over.

I wish they hadn't.





*I told them all about the talking parakeet.
I told them he even wanted to play cards,
and he loved Britney Spears.*

*I am so mad at Sarah and Sybil. They
said I'd made everything up about Fred.
They said the parakeet was probably in
heaven. They even said they thought the
cat ate him.*

*They are liars and fibbers and tellers
of untruth.*

My diary proves it!

I hate them.



*Mom felt bad about what happened and
said I could go to the movies with Sarah
and Sybil tomorrow. I called Davey
Brewster to see if he could go, too.
He said he had to go to church. We're
going to the matinee. It's going to be
a lot of fun.*

Love,
Hattie MacGruder

Name _____

INSTRUCTIONS: Number the sentences in order according to the way they happened in the book.

_____ I am grounded for the day.

_____ I fell asleep.

_____ I spent the day at Sarah's with Sybil.

_____ I took the bird out of the cage.

_____ Libby and Davey were at the movies too.

_____ Mom said there was a surprise for me.

1 _____ Mom wouldn't let me buy the Britney Spears CD.

_____ My mom's great-aunt died.

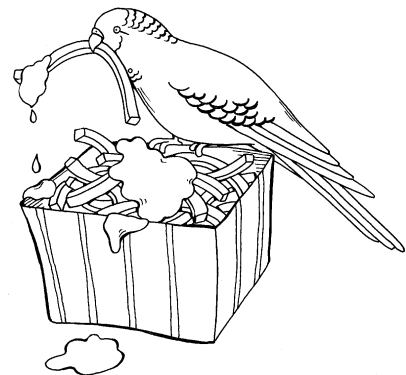
_____ Sarah, Sybil and I went to the movies.

_____ The parakeet whistled really loudly.

_____ The bird was gone.

_____ The bird spoke to me.

_____ The surprise was a parakeet.



Name _____

INSTRUCTIONS: Using a thesaurus find a synonym for each of the words listed below.

nice

pretty

giving

dark

cold

warm

animal

cup

happy

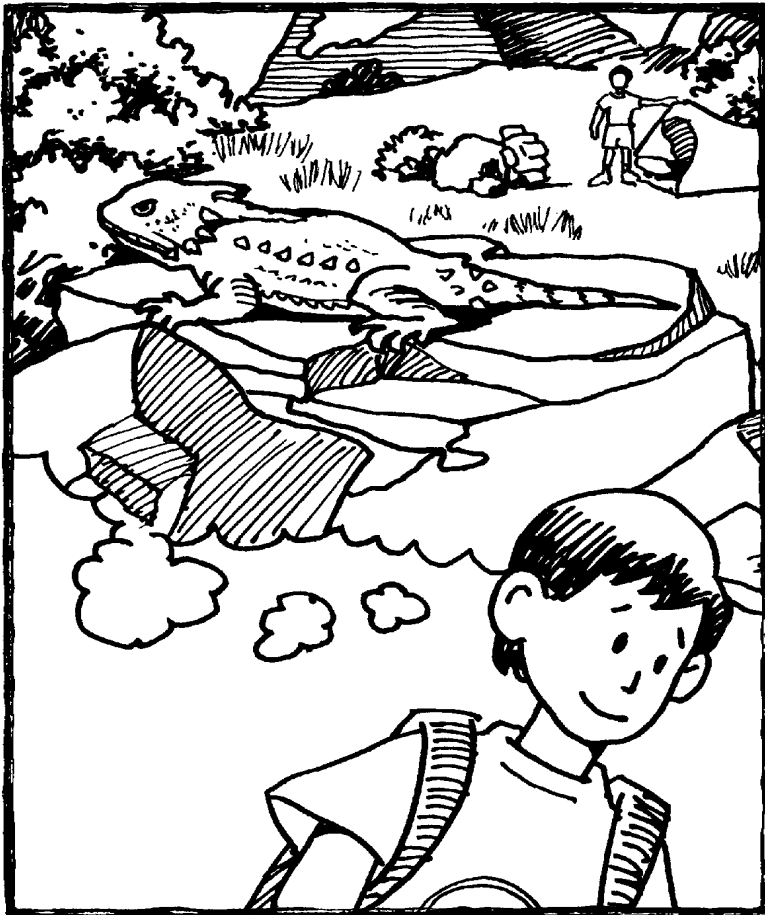
sad



Max

A Reading A-Z Level P Leveled Reader

Word Count: 963



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MAX



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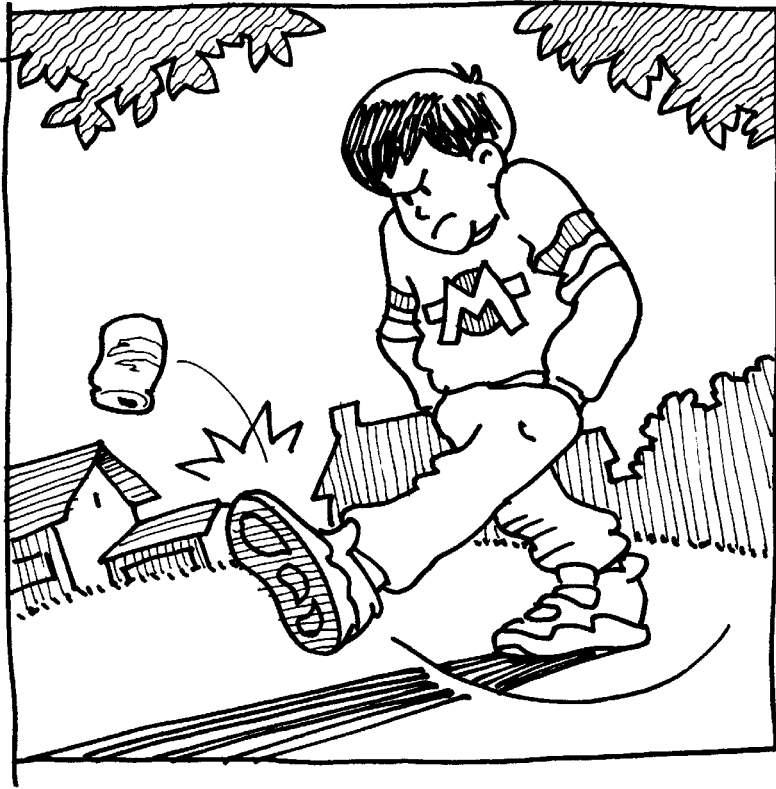
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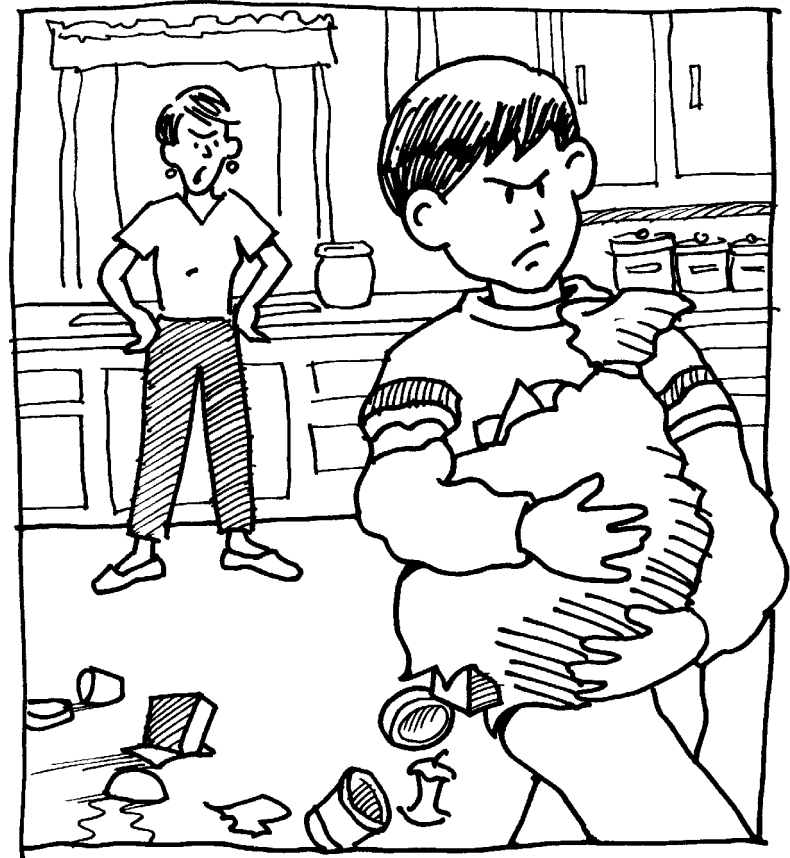
LEVEL P	
Fountas & Pinnell	N
Reading Recovery	21
DRA	30



Max Is Angry

Max was a very angry boy. All day long, from morning until evening, he was angry. He stomped his feet on the ground. He kicked rocks, cans, fences, and walls. He slammed the drawers of his dresser, and he slammed every door he walked through.

When Max's mom asked him to take out the garbage, he made a mean face at her. After the fourth time she asked, he finally took out the garbage. But he spilled it and made a big mess on the floor. When she asked him to clean up the mess, he made another mean face.



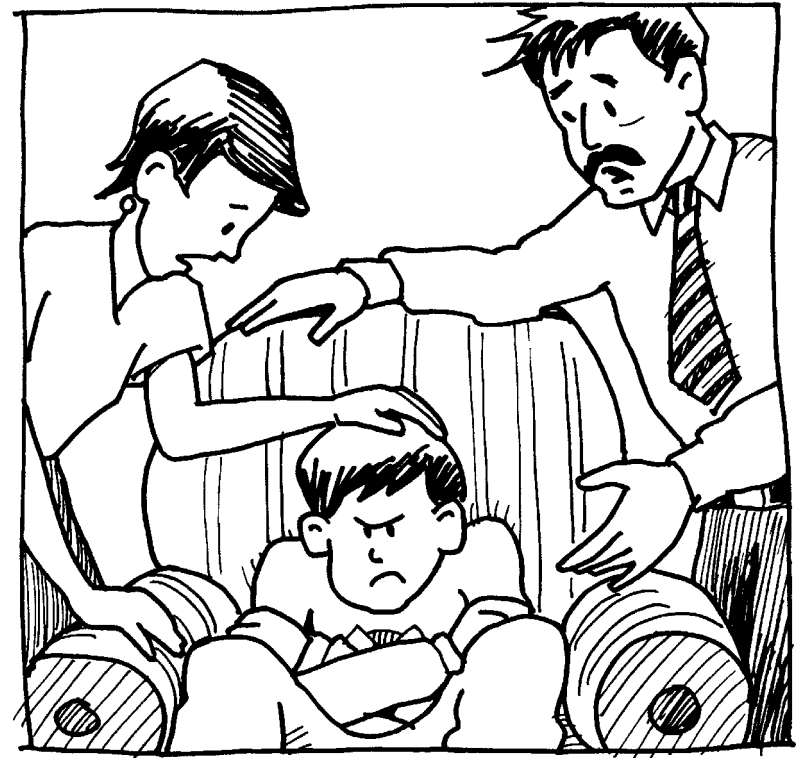


One day Max was so angry that he kicked Dusty, the dog. Dusty howled in pain. From that day on, Dusty darted under a chair whenever he saw Max coming. Who wants to play with someone who is angry all the time?

Max's parents tried to talk with him.

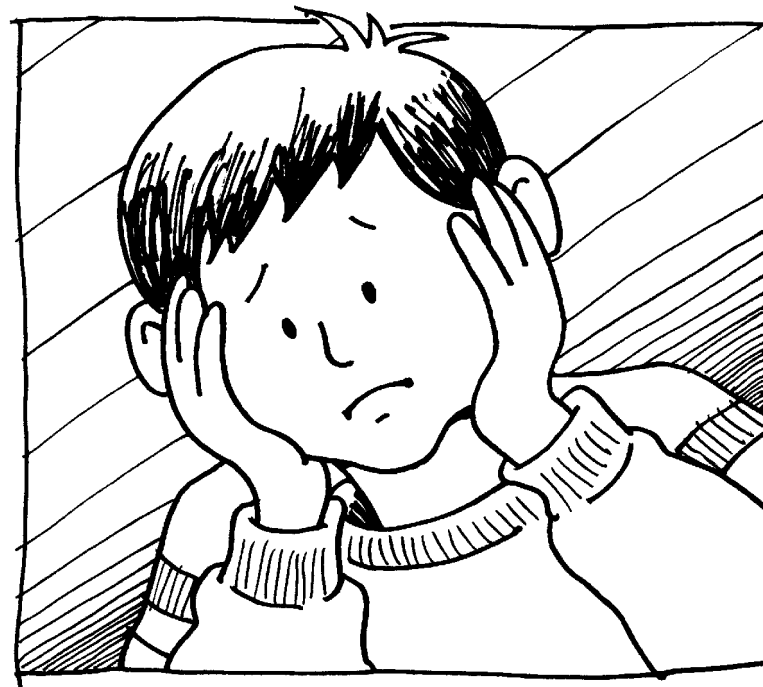
"Why are you so angry?" his mom asked. Max made an angry face and stayed silent.

"What's troubling you?" his dad asked. Max only stared at the floor. Max's dad added, "Whenever you're ready to tell us, we're here to listen and help."





Max went upstairs to his room and slammed the door. He threw himself on his bed, grumbling loudly. He buried his face in his pillow and tried to hide from the world. He didn't want to talk or think. He just wanted to be alone.



Max Begins to Think

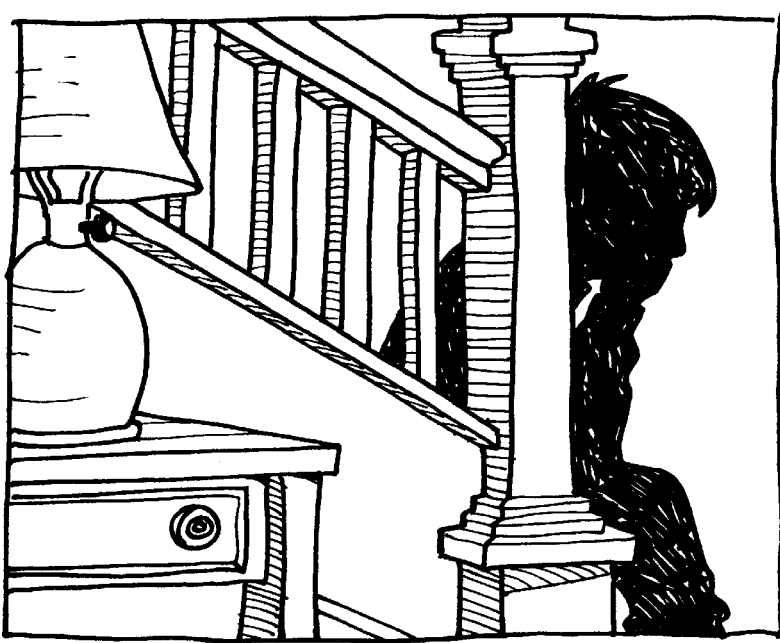
But Max's thoughts were loud, and they kept sneaking into his mind. When he tried to push away the thoughts, they kept coming back stronger. Max started thinking about what his parents had said. Suddenly he felt horrible for having kicked Dusty. "I don't want to hurt anyone," he thought to himself.

Max got up off his bed and went back downstairs. He sat quietly at the bottom of the stairs. He wanted to ask for help, but he didn't know how to because he was still too angry.

When Max's parents saw him, his dad asked, "Son, would you like to talk?"

"Yes, Dad, I would," Max said.

"We're here," said his mom. "Please tell us what's going on."



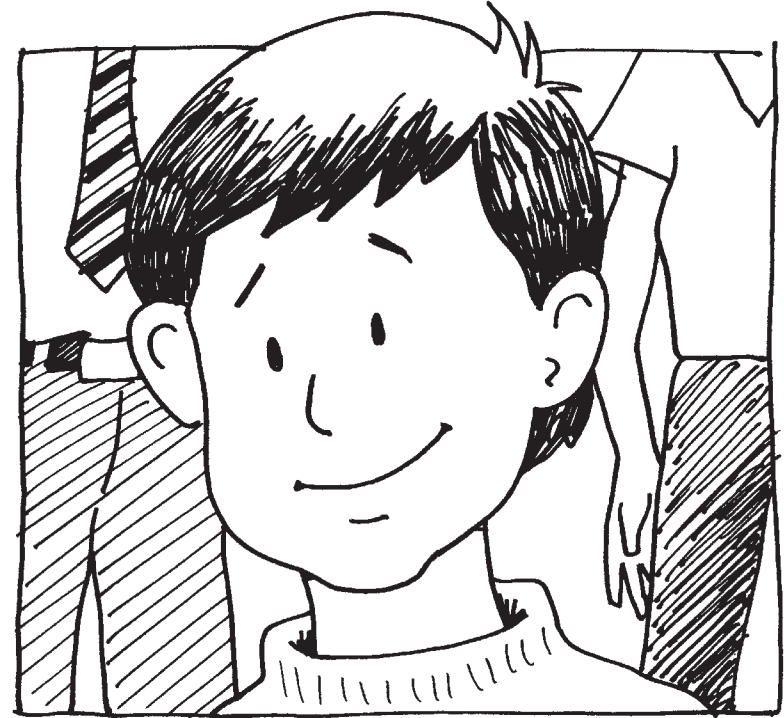
Max said, "No one listens to me. At school the teacher is the boss. At home you two are the bosses. There's nowhere that I'm the boss. I'm tired of always being told what to do. It makes me mad."





Max's dad smiled. "I'm glad you could tell us what you've been angry about. We're proud of you. Now, what can we do about this?"

Max's mom said, "Max, how about if you be the boss of something? What would you like to be boss of?"



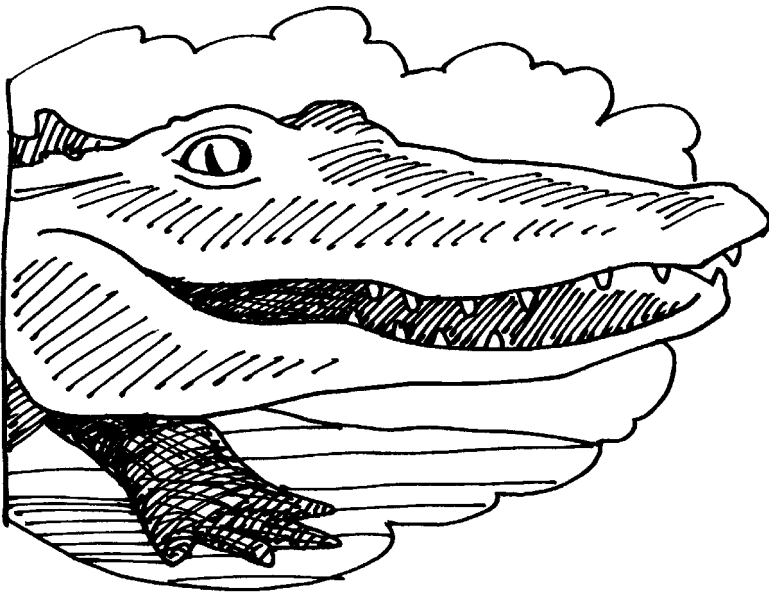
Max Becomes Boss

Max thought for a few minutes, and then a grin slowly crept on his face. "How about if I plan our next family vacation?"

Max's mom and dad looked at each other and nodded. Then they looked at Max and asked, "What do you have in mind?"

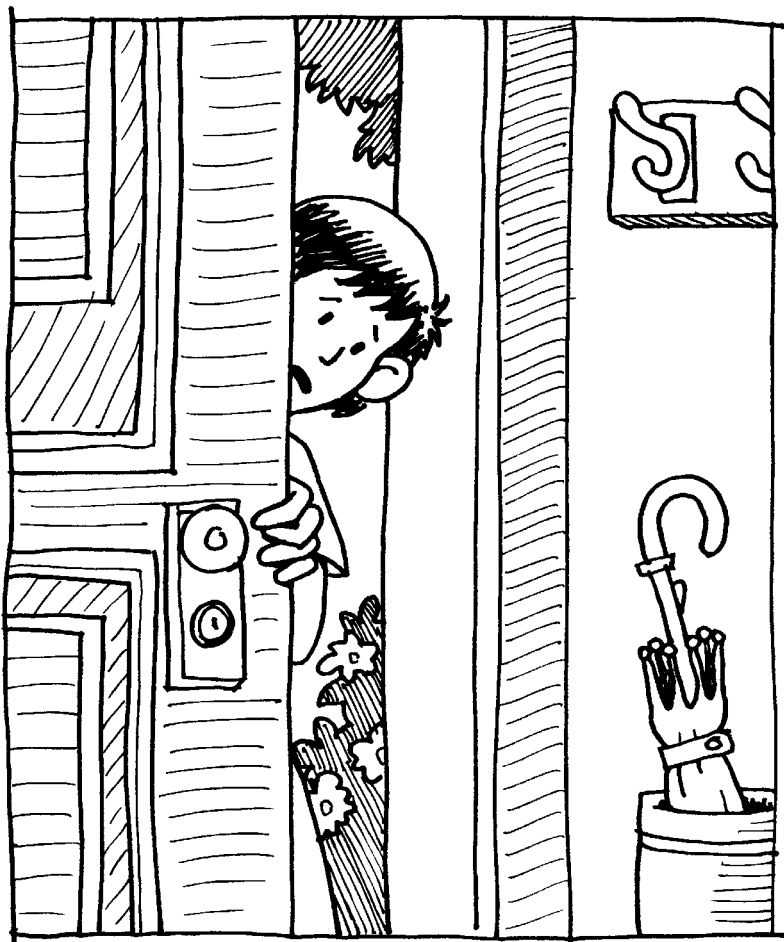
Max was excited. Looking happier than he had in months, he said, “I’ve got a great idea—we’ll go on a reptile tour! This will be the best vacation of my life!”

Max’s face lit up as he told his parents about the alligator swamps they would visit. Then they’d go to a zoo that raises rare snakes. They would end the trip with three days of camping near a lizard research station. “This will be the best time of my life!” Max declared with glee.



The next day Max was happy as he walked home from school. Even though the teacher told him what to do all day, he wasn’t bothered. Even though the class bully was mean to him, he wasn’t bothered. Finally, he was the boss of something in his life.





Someone Else Is Angry

As Max walked up the front steps to his house, he heard strange noises coming from inside. He heard slamming doors and angry voices. He stepped inside to see what was happening.

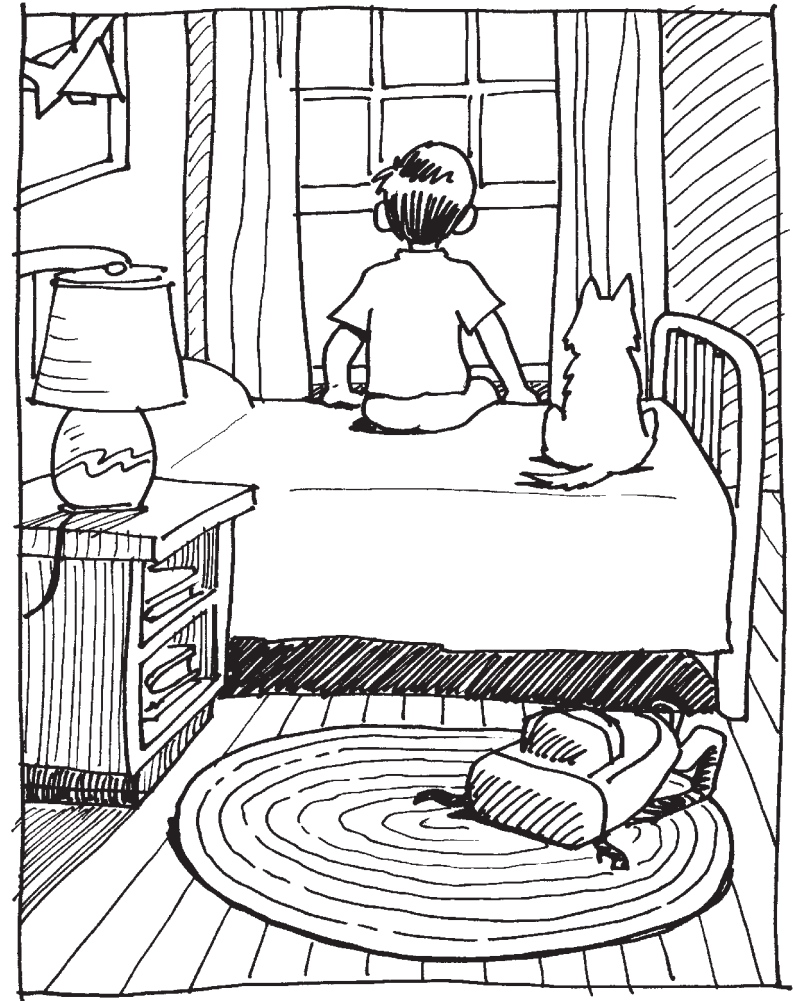
Max's dad was slamming drawers in the kitchen and shouting angry words that Max should not have been hearing. Max's mom was grumbling loudly as she slammed the basement door. They both had nasty looks on their faces.





Max decided to have a talk with his parents. “Why are you so angry?” he asked. Max’s dad made an angry face and stayed silent.

“What’s troubling you?” he asked his mom. She only looked at the floor. Max added, “Whenever you’re ready to tell me, I’m here to listen and help.”



Max went up to his room and waited. He thought about how his parents had helped him to talk about his anger. He knew they would talk with him when they were ready.

Ready to Talk

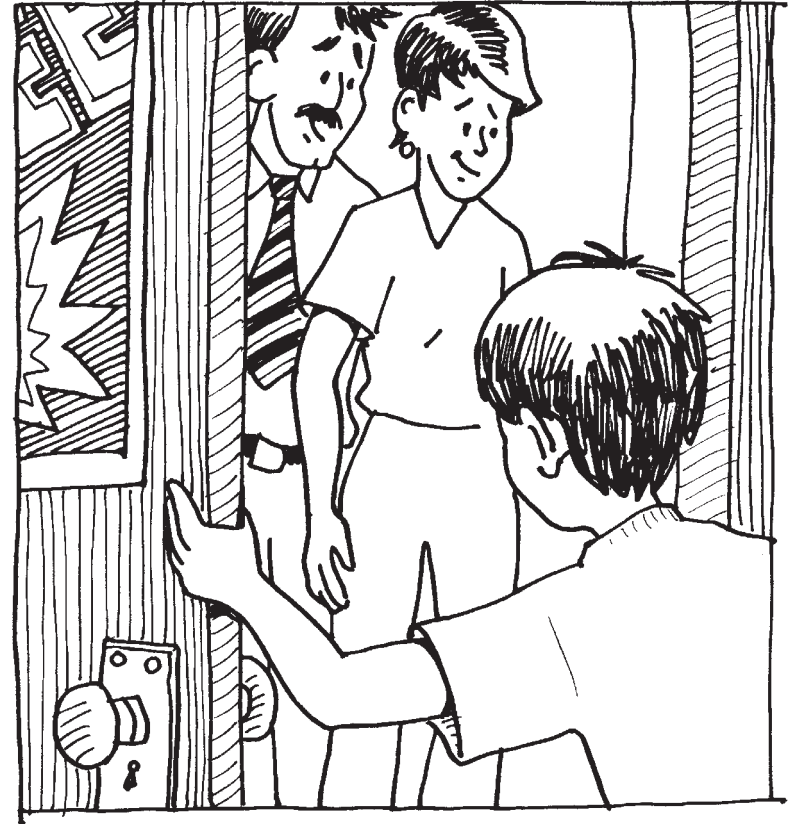
Max's mom and dad slowly came up the stairs. They sat on the top step, looking at each other sheepishly. Finally, they mustered up the courage to knock on Max's door.

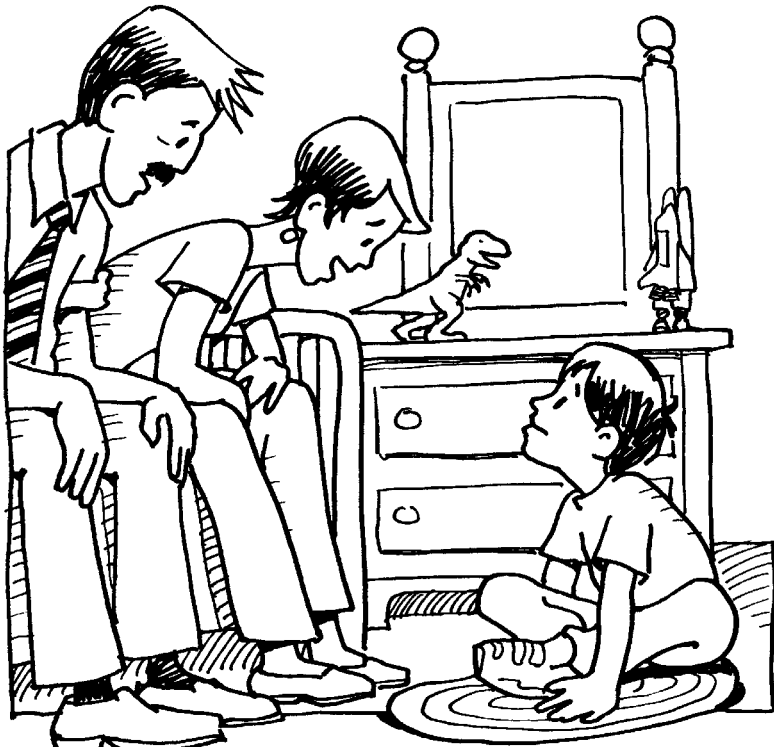


Max opened the door and saw his parents standing there with embarrassed looks on their faces. "Would you like to talk?" he asked.

"Yes, Max, we would," they replied.

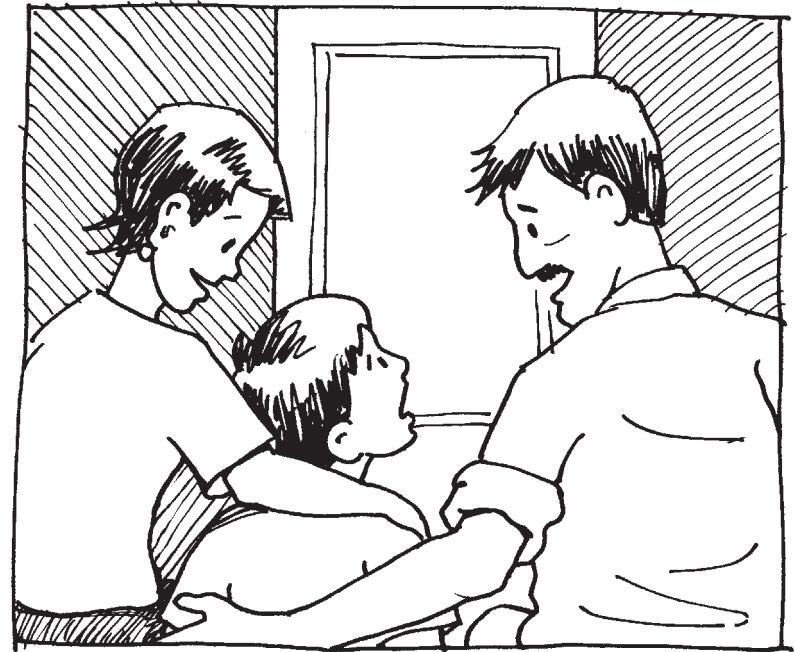
"I'm here," said Max. "Please tell me what's going on."





Max's dad said, "We want you to be in charge of something in your life. Really, we do. But we don't want to go on a reptile vacation. We have to confess that we're afraid of snakes."

Max smiled. "I'm glad you could tell me what you've been angry about. I'm proud of you. Now, what can we do about this?"



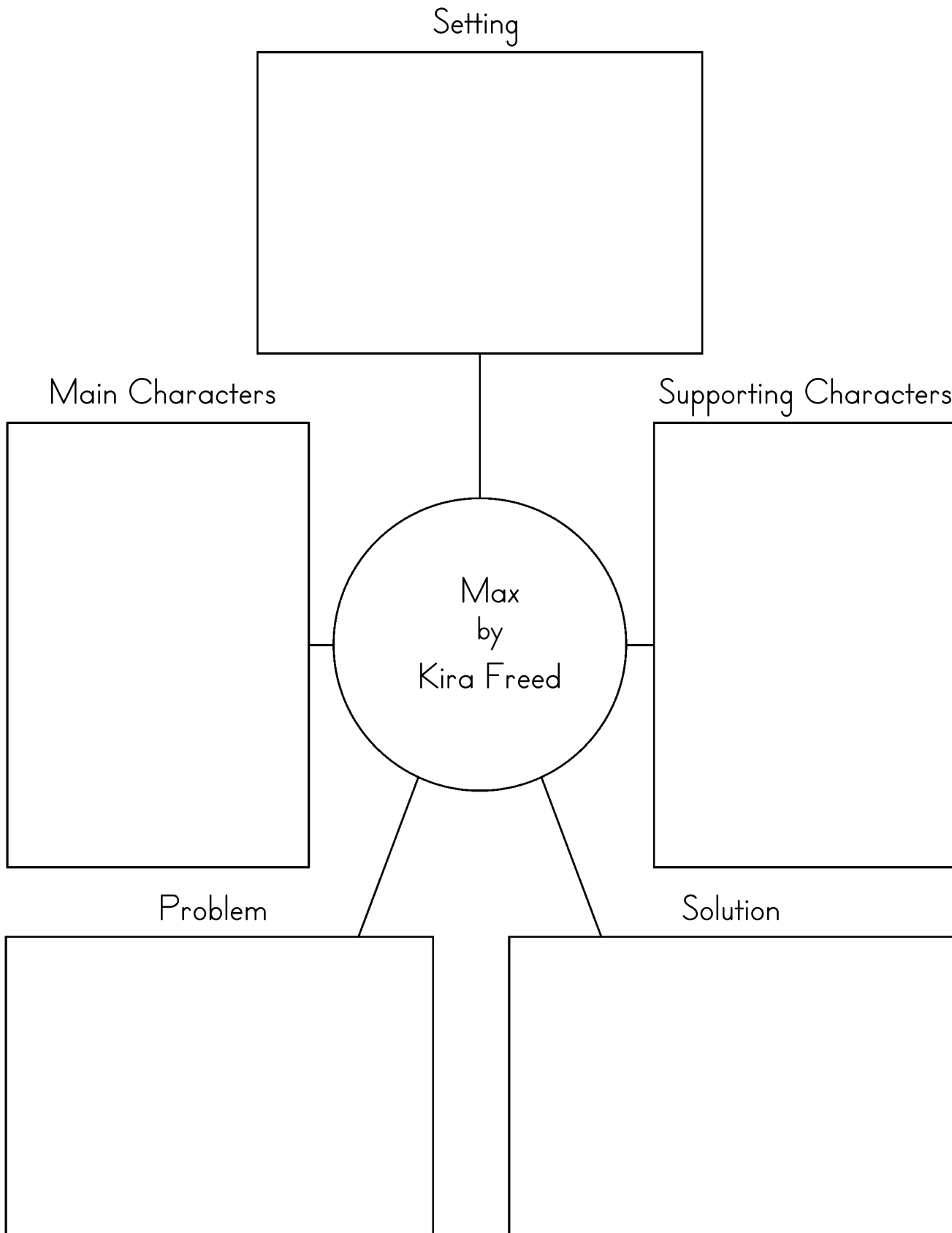
Max's mom spoke up. "How about if you go on a reptile trip with a friend? The science club sponsors a reptile trip every summer."

"What will you do while I'm gone?" Max asked.

Max's dad said, "We'll get some help for our fear of snakes. Maybe next year we'll be ready to handle a family reptile trip."

Name _____

INSTRUCTIONS: Look at each box. Fill in the information about each piece of the story.
Retell the story to a partner using the information from your map.



Name _____

INSTRUCTIONS: Draw a line to match the contractions with the words they stand for. When you have finished, make your own contraction from the two words that it stands for. Now use your contraction in a sentence.

cannot

are not

they will

we are

did not

does not

I am

could not

was not

you are

they would

My Words:

My Sentence:

couldn't

we're

I'm

wasn't

didn't

they'd

doesn't

can't

aren't

they'll

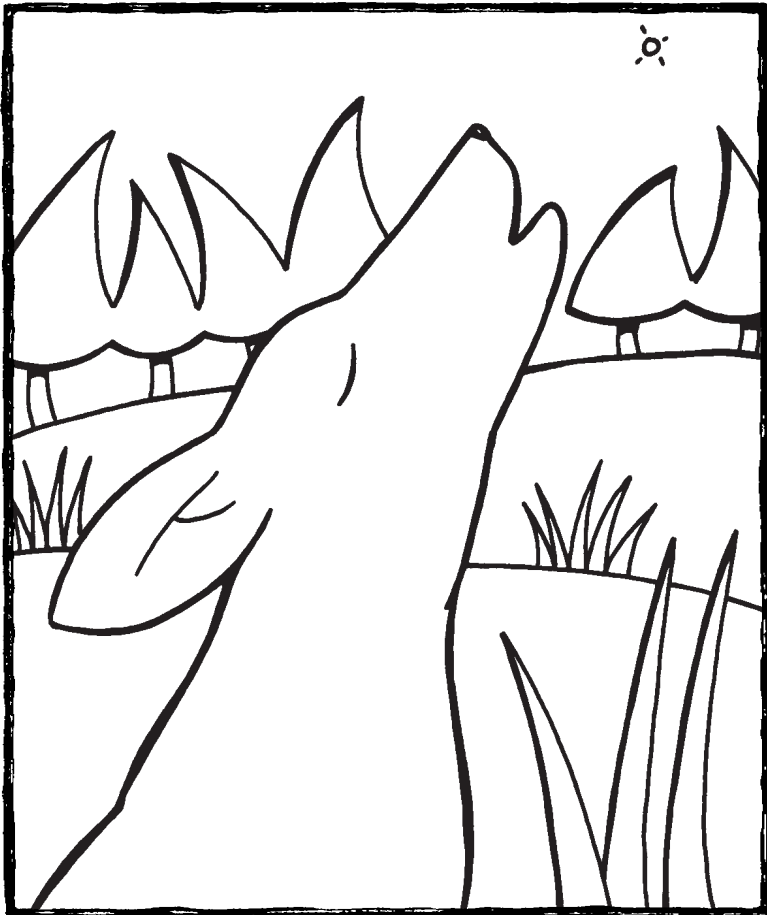
you're

My Contraction:

Coyote and the Star

A Reading A-Z Level P Leveled Reader

Word Count: 1,134




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Coyote and the Star



A Klamath Native American Folktale
Retold by William Harryman
Illustrated by Maria Voris

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This story is an expansion and adaptation of a myth known as "Coyote in Love with a Star," which was told among the Klamath Indians of Southern Oregon. It is a myth told to explain the origin of Crater Lake.

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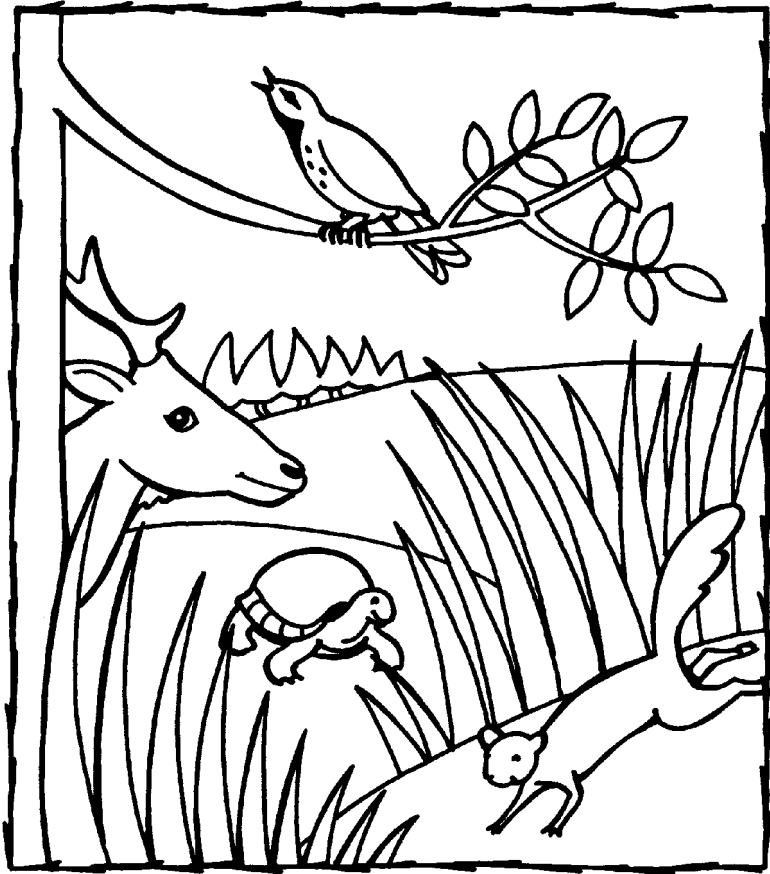
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Reading Recovery	21
DRA	30

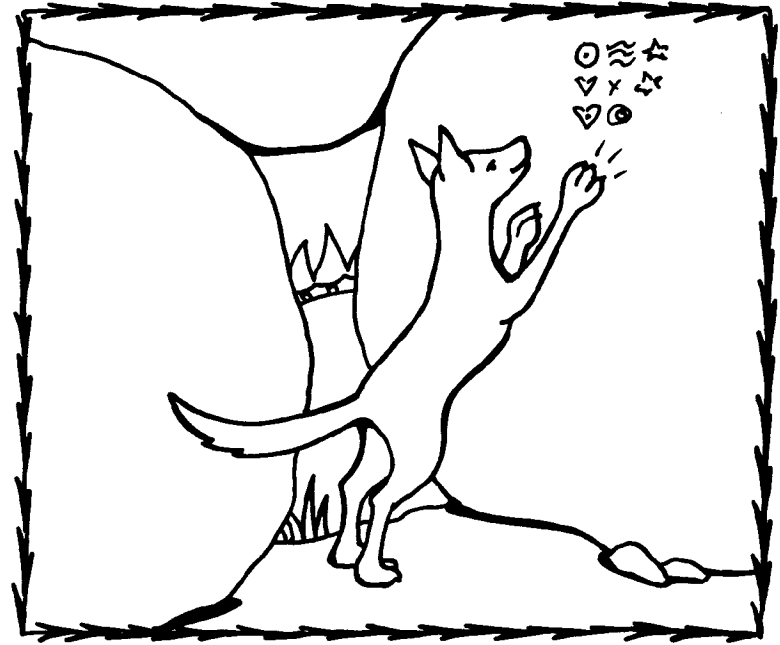
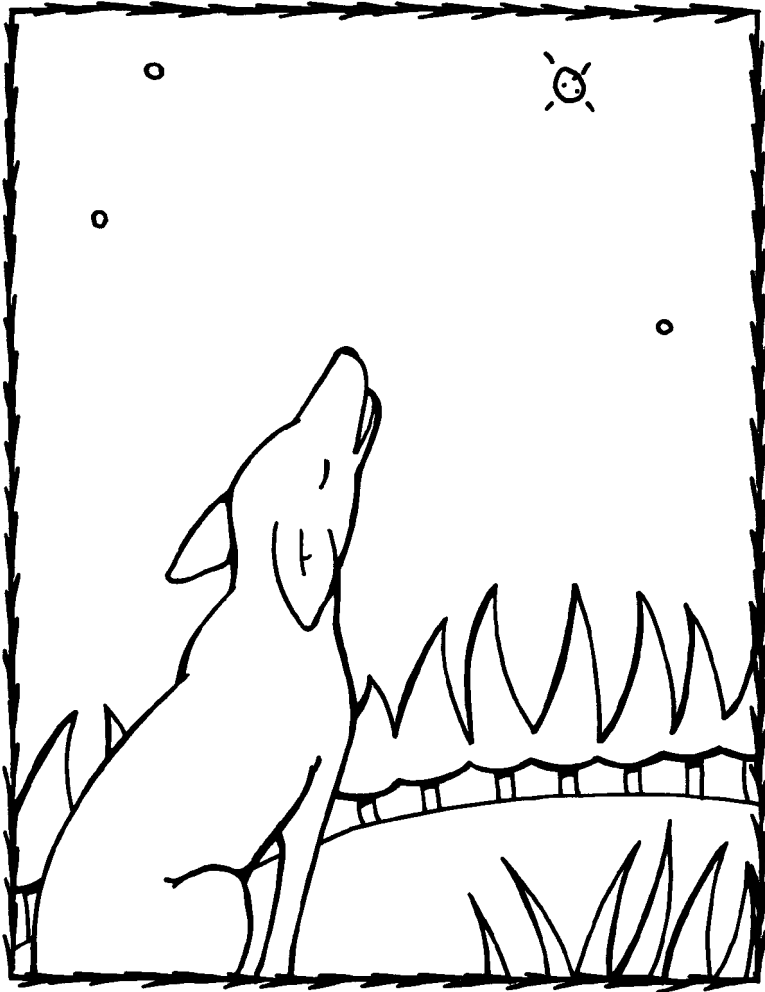


In the time before time, animals lived interesting lives. There were no humans, and the animals were free to do as they pleased. Everything was perfect—there was no disease, no hunger, no war, and no suffering. The animals had everything they needed.



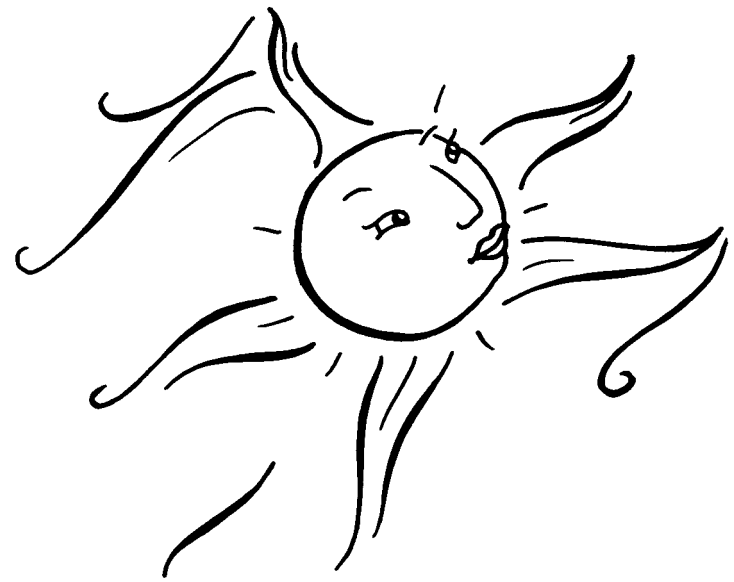
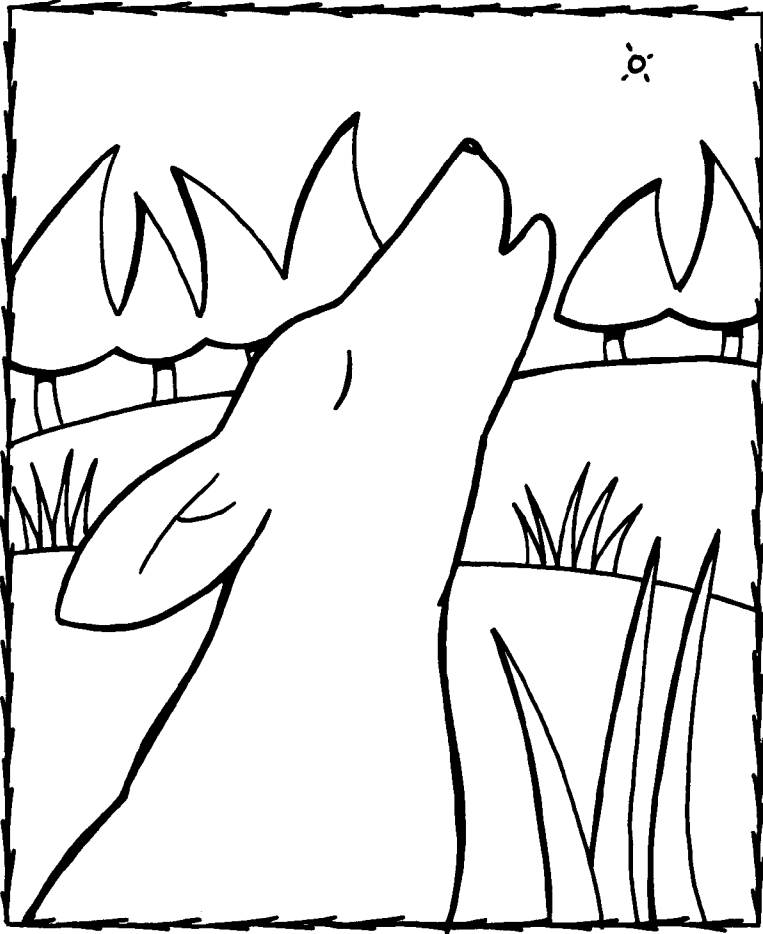
Well, almost everything. Coyote enjoyed the nighttime. He would sit on a rock outside his house all night and watch the stars. Every night as he sat watching, he gazed at one particular star that was very beautiful. This large star was more beautiful than all the other stars. She was more beautiful than even the planets. She was more beautiful than even the sun and the moon, and Coyote thought they were very lovely, especially the moon.

Coyote was in love with the star and talked to her night after night. But she would not respond to him. She floated across the sky and pretended not to notice him.



Now, Coyote was known among the other animals as the Song Dog, even though his voice was rather scratchy. He loved to howl and sing his songs. He especially loved to sing when the moon was bright. So Coyote thought that if he could sing a beautiful song the star would notice him. He thought and wrote. After three days he had composed a new song. He was convinced this was the most beautiful song he could sing.

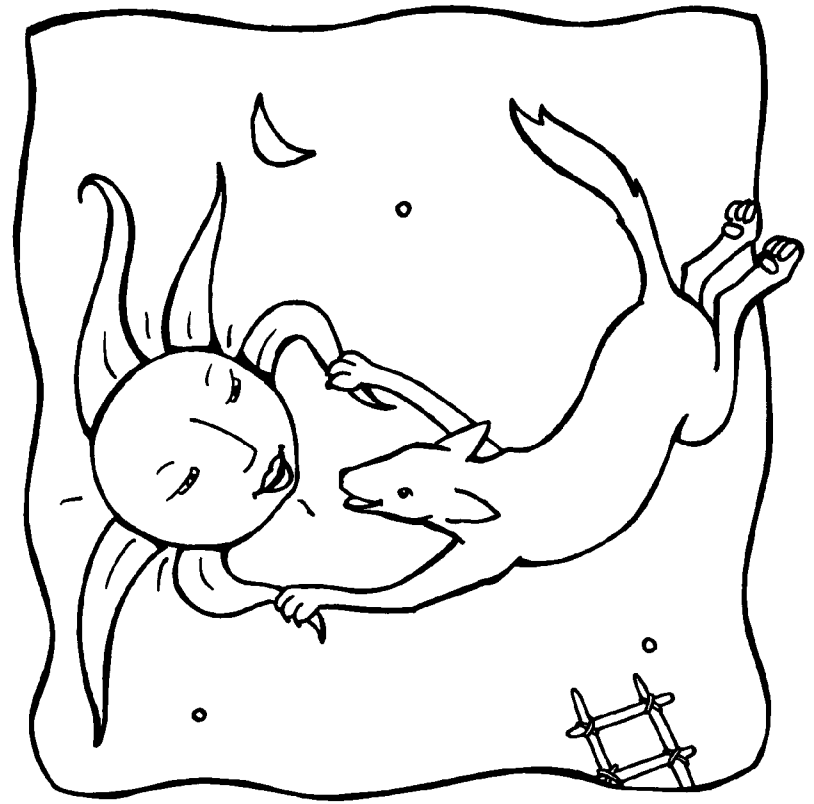
That night Coyote went outside when the sky became dark. His stomach felt a little nervous, and his heart was beating faster than usual. He sat on his rock and waited for the star to rise above the horizon. When she did, he began to sing.



“Oh beautiful star,
I’m waiting for youuuu.
My heart is open
and my love is trueee.
I ask for your hand
and your heart to woouuu.
Please give me a sign
that I’m not a foouuu.”

And he sang his verse again
and again, hoping she would notice.
But she just flew across the sky and
did not utter a word.

The other animals watched Coyote sing and felt sorry for him. No star had ever loved an animal. They knew Coyote had often been a fool, especially in matters of love. Coyote's older brother, Wolf, just shook his head and sighed. Wolf had helped Coyote out of many difficult spots. He had a feeling that his silly younger brother would get himself in trouble again. Coyote did foolish things for love.



For seven nights Coyote sang his song and received no response. After the seventh night, he stopped singing. He was exhausted. He closed his eyes and dreamed of a ladder that elevated him to the stars. He climbed the ladder and took his star by the hand. They danced and danced, happy to finally be together.

When he awoke, he noticed that in the distance the star passed very close to a mountain. He thought that if he could climb to the top of the mountain, he could touch the star and convince her to love him.



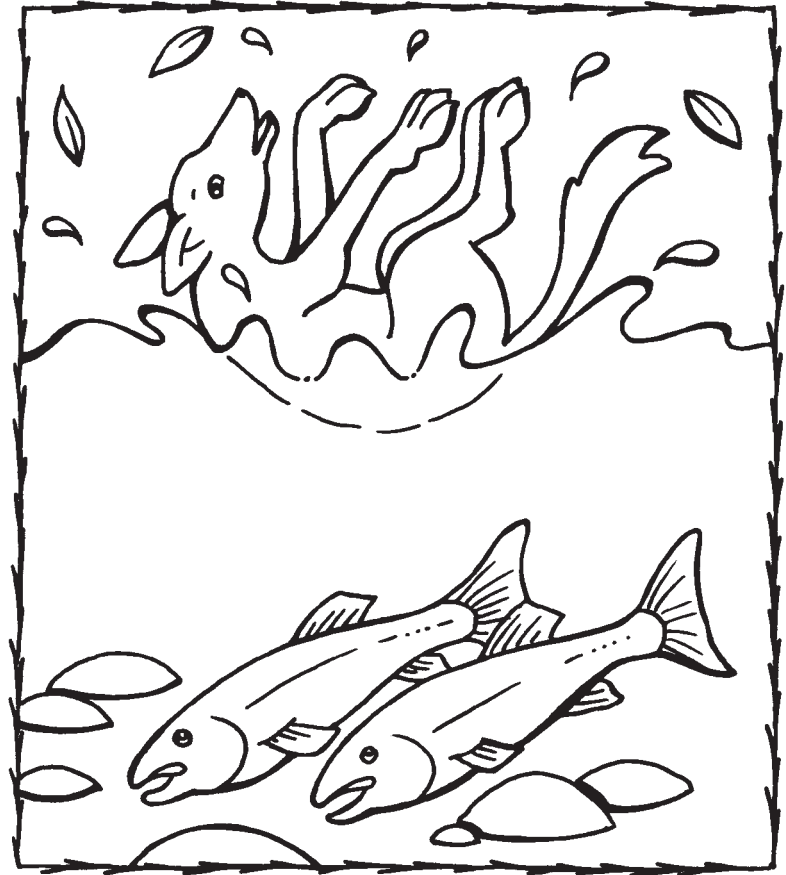
Coyote ran very fast, bumping into trees and tripping over rocks. Owl watched him run through a thicket of blackberries without even noticing. Gopher stuck his head out of his hole just as Coyote stumbled over a fallen tree and tumbled down a hill. But Coyote was resilient. And he was determined to meet the beautiful star.

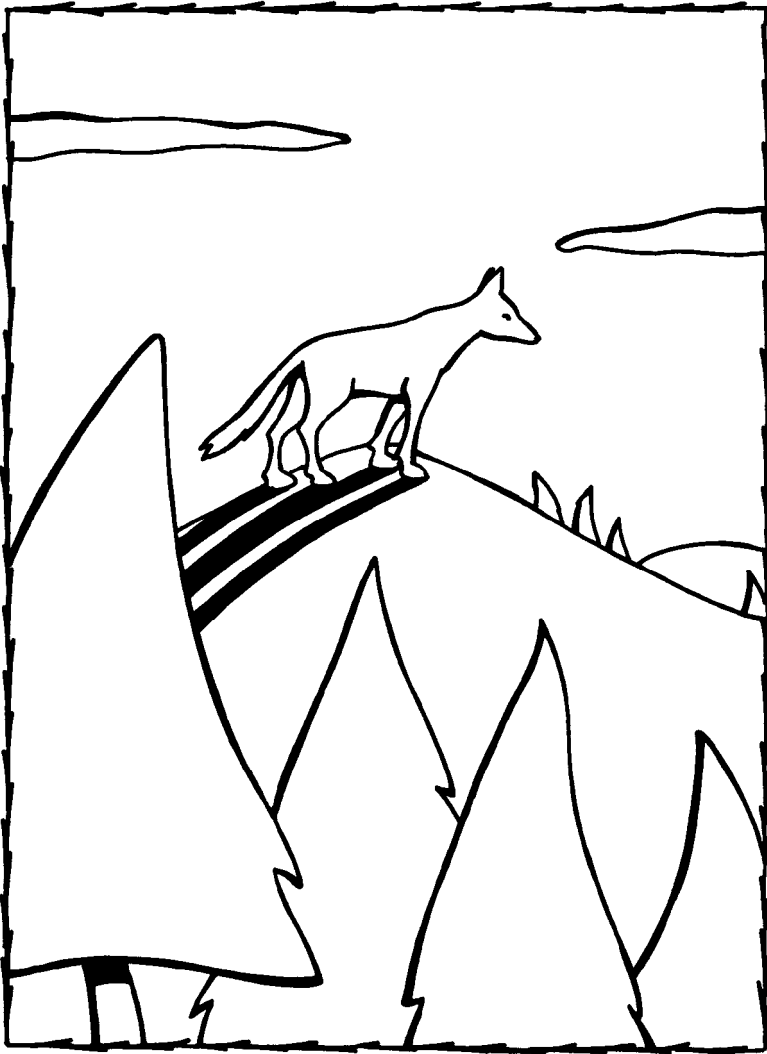




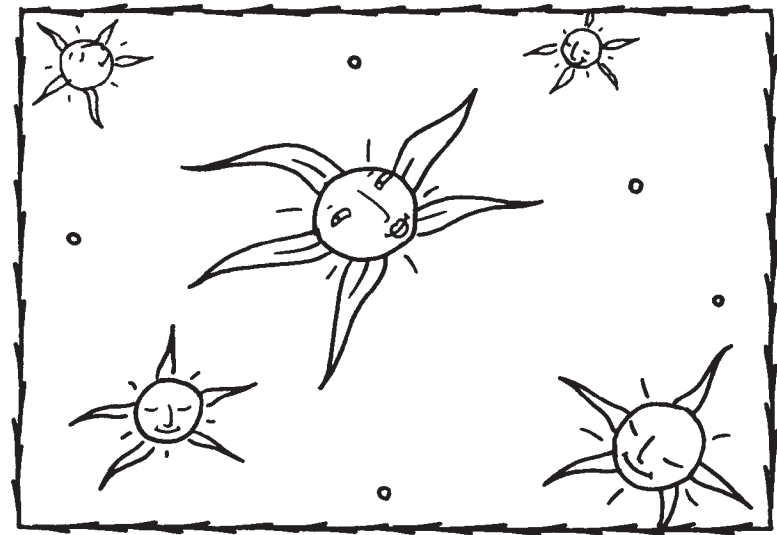
The mountain was almost in sight when Coyote came to a deep river. The water was cold and the current was very swift. Coyote didn't like water. He had almost drowned many times in his adventures. And his long hair always got matted when it got wet. He was getting frustrated when he noticed a tree branch that hung over the river. So he climbed the tree and tiptoed out onto the branch.

Just as he reached the end and thought he could jump to the other shore, the branch broke. Splash! It was a long fall, but the water cushioned his impact. He shook the water from his fur, grumbled about looking like a wet cat, and continued on his way.



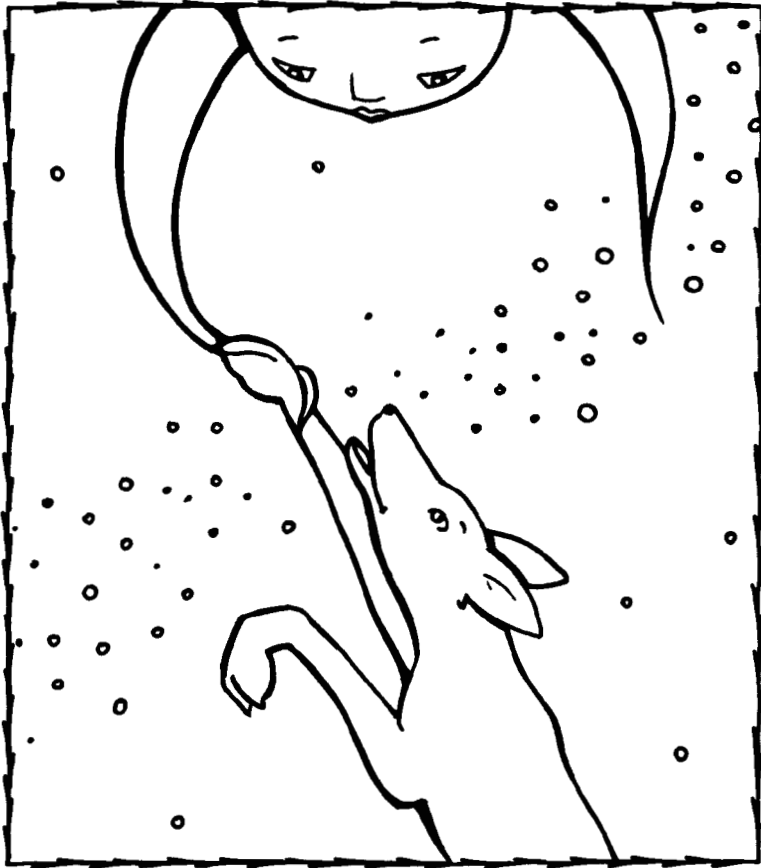


He kept running until he finally stood on the mountain. A whole day had passed and the sun was just now setting. He waited for night.

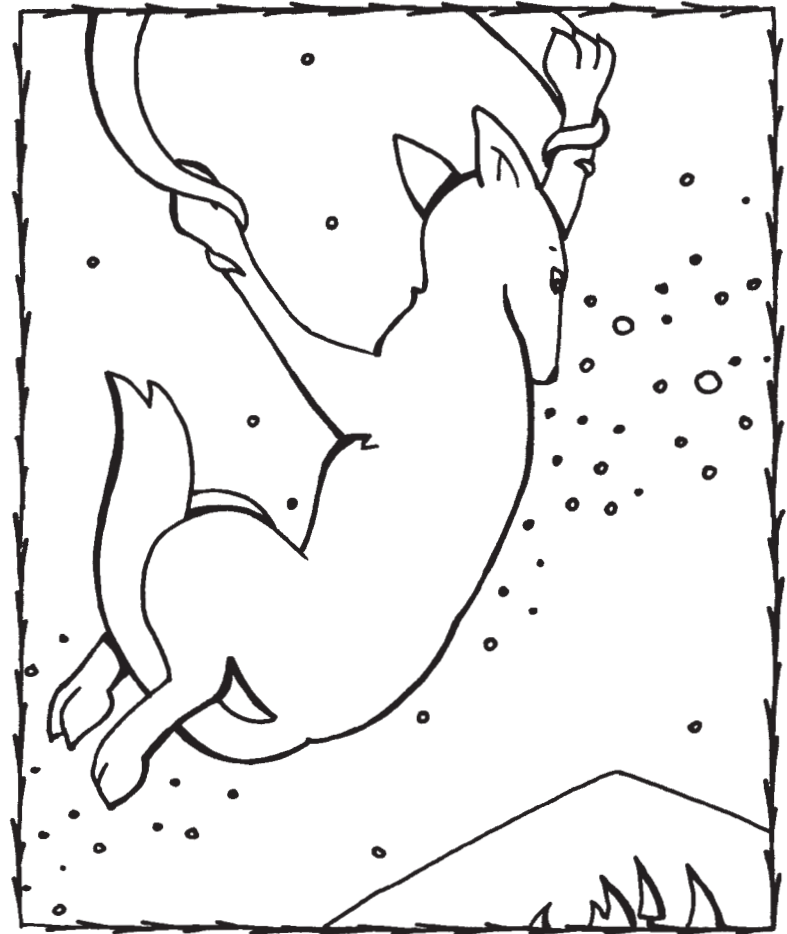


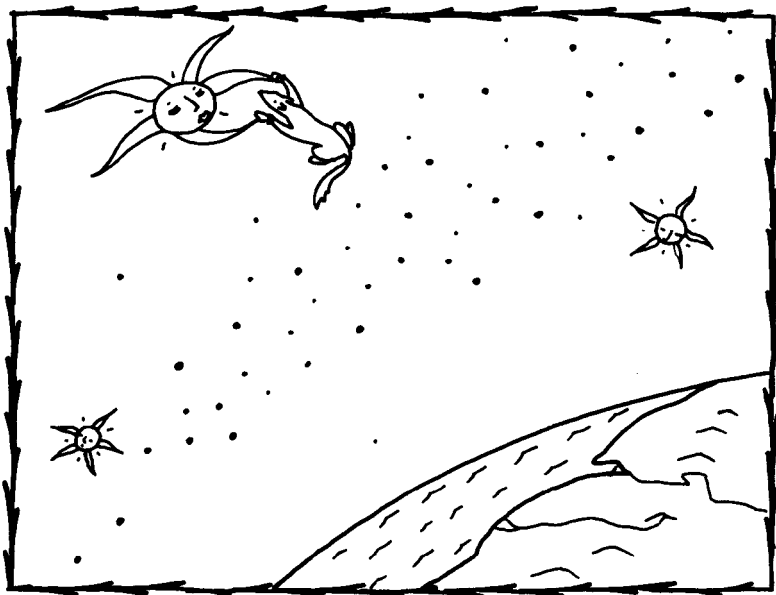
Soon the star appeared on the horizon. She was brilliant and even more beautiful than Coyote had remembered. He could now see that all the stars were dancing. She and the other stars moved through the night sky dancing elegant steps. Coyote didn't know how to dance very well, but he sure wanted to dance with her. So he waited patiently. He was filled with butterflies, and his heart was beating like a big drum. But he stayed quiet. The star danced closer and closer, until finally she was on the mountain.

Coyote reached as high as he could, but he couldn't touch her. He jumped and tried again, but still could not jump high enough. He begged her to reach her hand to his, and she did. She took his paw into her hand and pulled him up to her.



Slowly she danced with Coyote, up into the night sky. They went far, very high above the earth. Coyote began to get dizzy and afraid. He did not think he was afraid of heights, but this was very high. His heart pounded even harder.



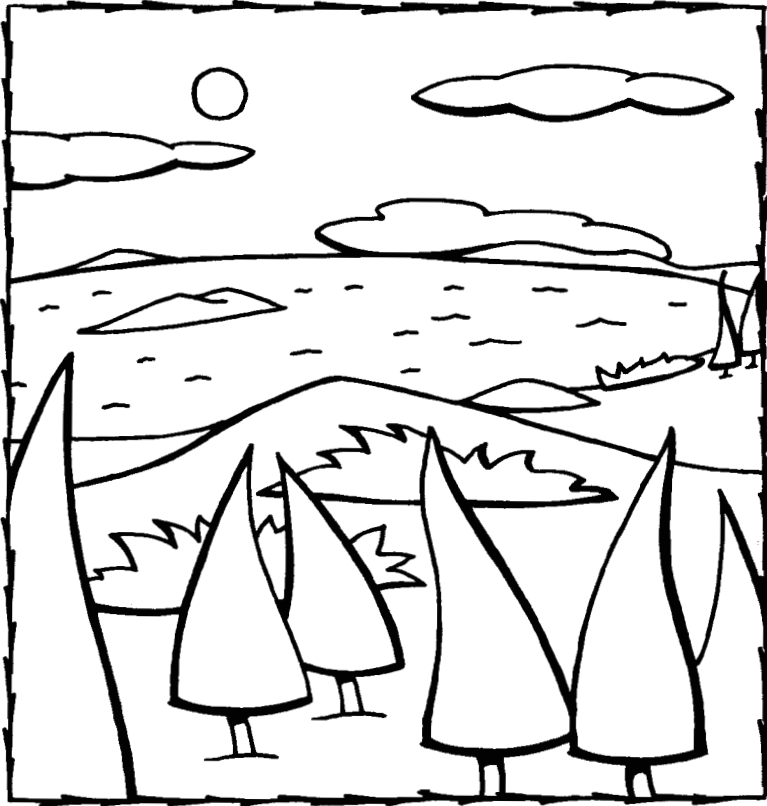


Coyote and the star danced farther and farther above the earth, among the other stars. It was icy cold, and there wasn't a single sound. None of the other stars said anything. He begged the beautiful star to talk to him, but she was silent. Coyote looked down and saw the rivers as thin lines, the mountains as small spots. His heart became very cold. He begged the star to return him to earth. He missed the rock outside his house, and he missed the ground.



When they had reached the top of the sky, the star let go of Coyote. For the time of one whole moon, twenty-eight days, Coyote fell to the earth. He fell and fell, and thought about his life the whole time. He promised himself he would never act foolish again. He vowed to be a good Coyote from that day on. But he knew he had committed foolish acts, and he felt powerful regret.

Finally, he hit the ground. The impact made a great hole where once there had been a very large mountain, the mountain he had climbed. His blood turned to water and filled the hole to become a beautiful lake. It is the deepest, bluest lake on the continent of North America.



Now, when coyotes howl at the stars, they are scolding the star that killed the first Coyote. They remember him and his great love in their songs.

Name _____

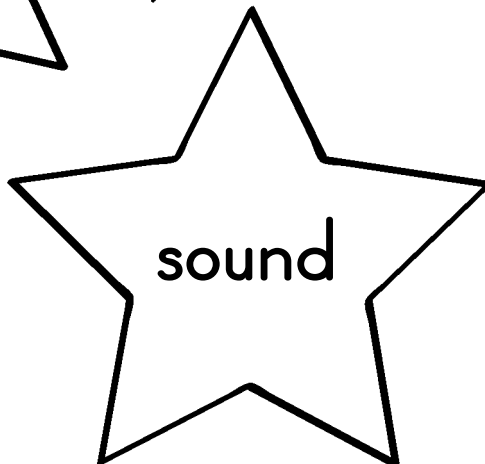
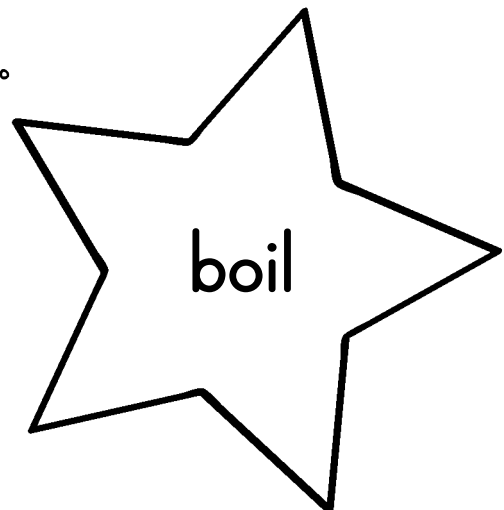
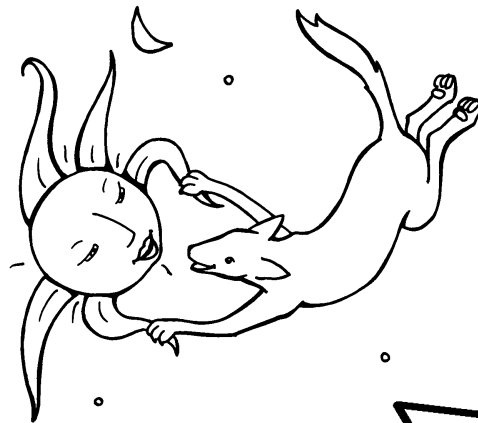
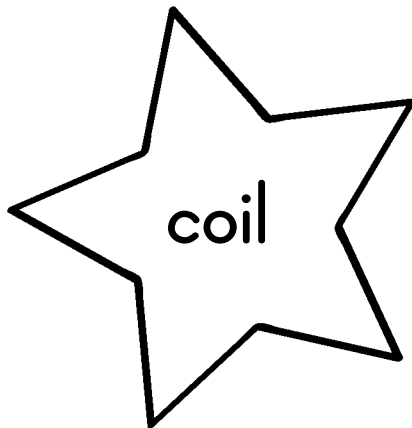
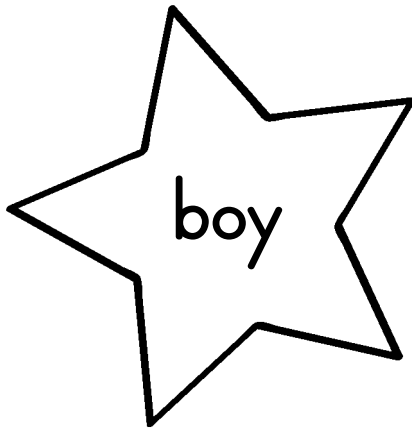
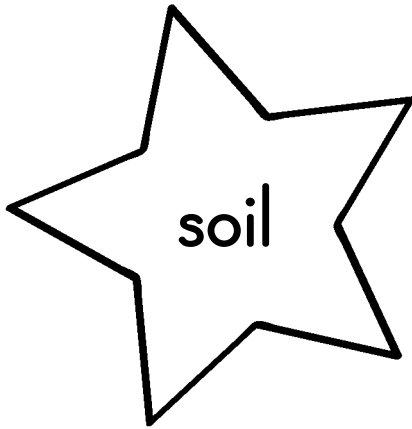
INSTRUCTIONS: Complete the paragraph.

1. This story takes place in _____
_____.
2. _____ is the character
in the story that _____
_____. 3. First he _____
_____. 4. Next he _____
_____. 5. Finally _____
_____. 6. The story ends when _____
_____.
_____.



Name _____

INSTRUCTIONS: Color the stars that have the *oi* sound.



Musical Instruments

A Reading A-Z Level P Leveled Reader

Word Count: 1,124



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Musical Instruments



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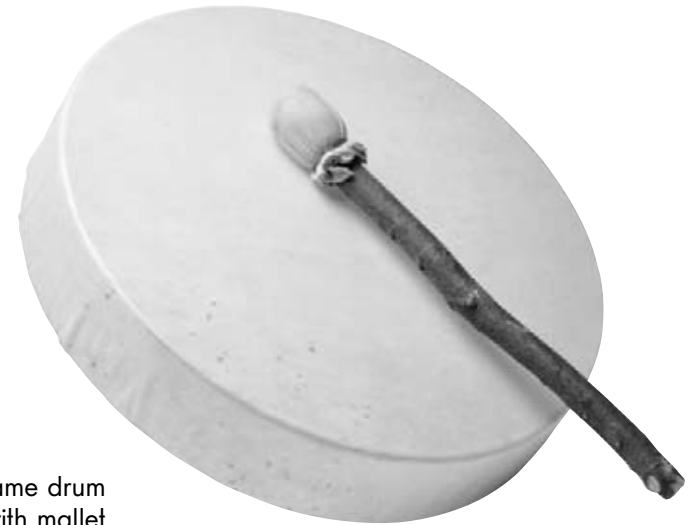
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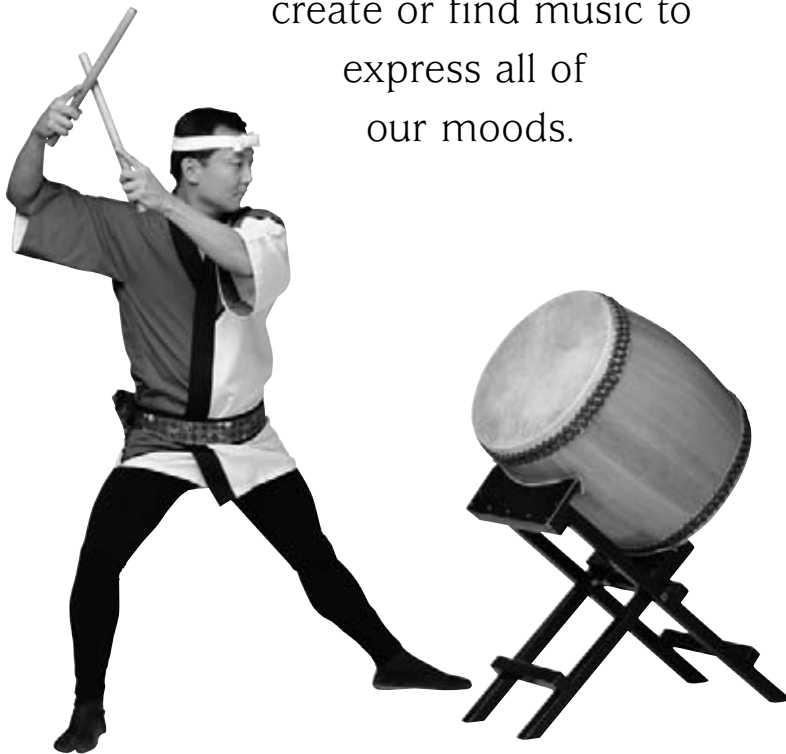


Frame drum
with mallet

Introduction

Music has probably been important since the first humans lived on Earth. They made musical instruments from everyday objects. Music might have been discovered unintentionally when musical tones were created by accidentally hitting a tree trunk or a rock. Or the wind might have created music when it blew through a shell, a reed, or a piece of bamboo.

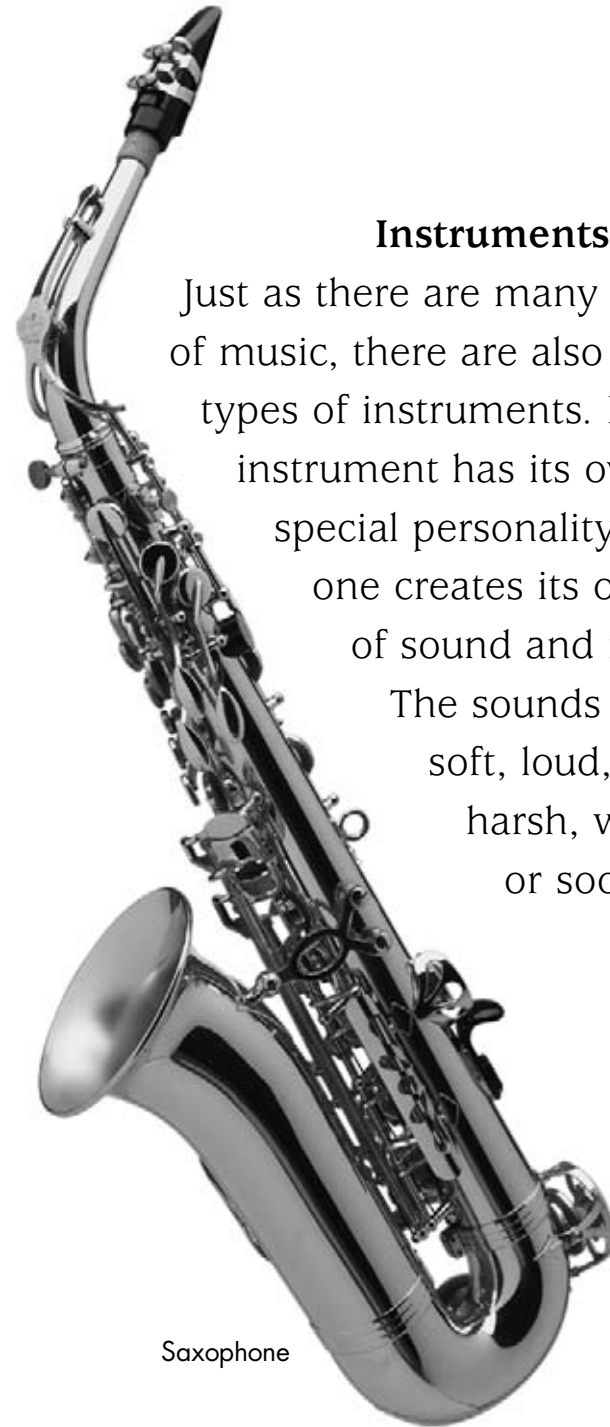
Music is still important to us today. We can make music with our voices or with instruments. We can also dance to it or just listen to it. Music brings pleasure and joy to life. Gentle, quiet music soothes us. Loud music excites us and gives us energy. We can create or find music to express all of our moods.



Taiko drummer (Japan)

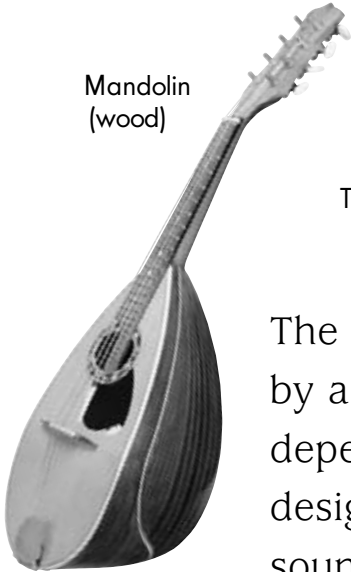
Instruments

Just as there are many types of music, there are also many types of instruments. Each instrument has its own special personality. Each one creates its own kind of sound and mood. The sounds can be soft, loud, gentle, harsh, wild, or soothing.



Saxophone

Mandolin
(wood)



Tambourine
(skin)



The type of sound made by a musical instrument depends on its shape, design, and size. The sound also depends

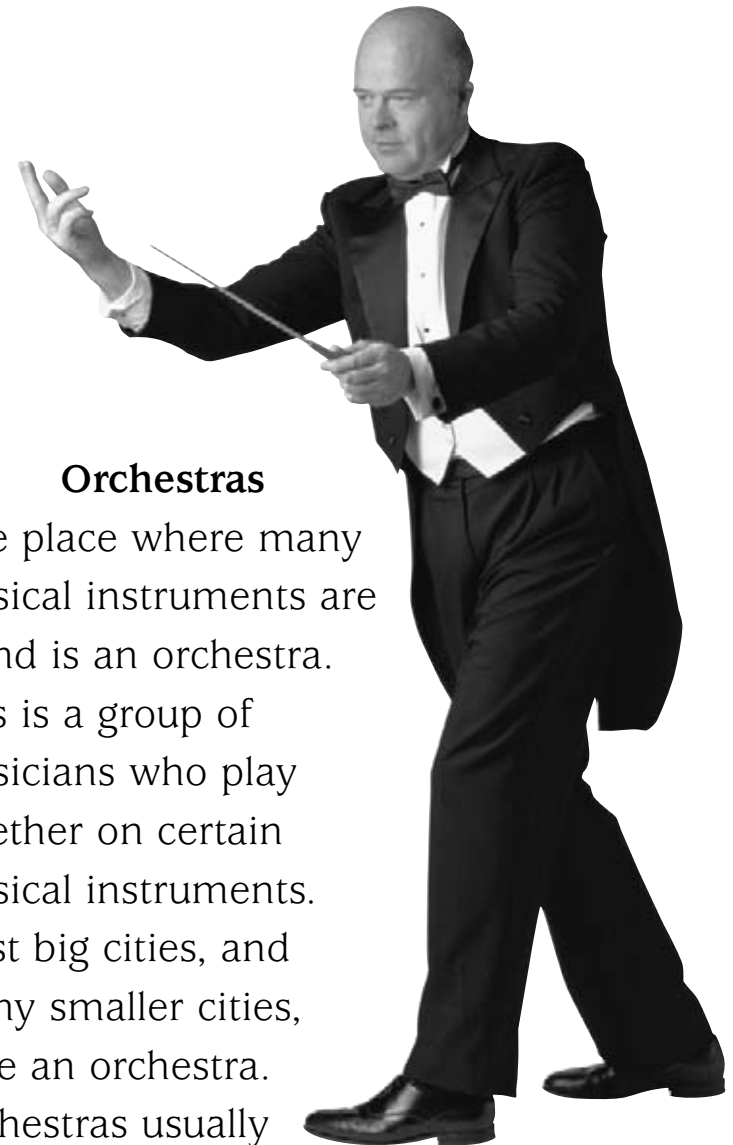
on the materials from which the instrument is made and the way it is played. It is truly amazing how many types of musical instruments there are in the world. Each one can bring pleasure to both the player and the listener.



Gong (metal)

Orchestras

One place where many musical instruments are found is an orchestra. This is a group of musicians who play together on certain musical instruments. Most big cities, and many smaller cities, have an orchestra. Orchestras usually play what is called classical music.



Orchestral conductor

The biggest part of an orchestra is the **string section**. This includes a family of stringed instruments that are played with a **bow**.

These instruments all create a similar kind of sound, even though some are smaller with a higher sound and some are bigger with a deeper sound.

The string section includes violins, violas, cellos, and

double basses. The string section of a large orchestra can contain over 70 musicians.



Violin



Double bass



Cello

Another stringed instrument in an orchestra is plucked instead of bowed. It is the harp.

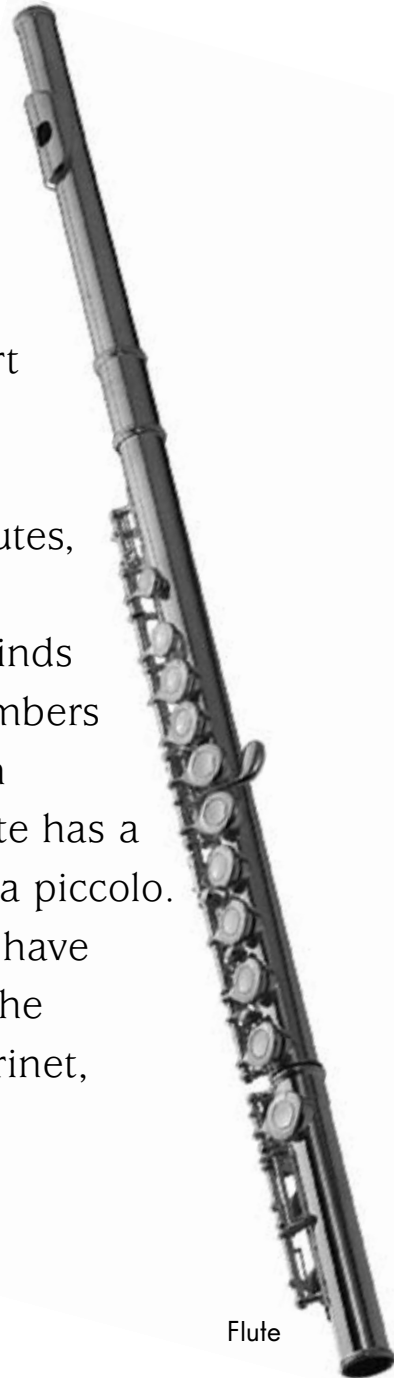
It is a quieter instrument than many other orchestra instruments.

The harp is usually played while fewer other instruments are playing so that it can be heard. Sometimes the harp is played solo, or alone.

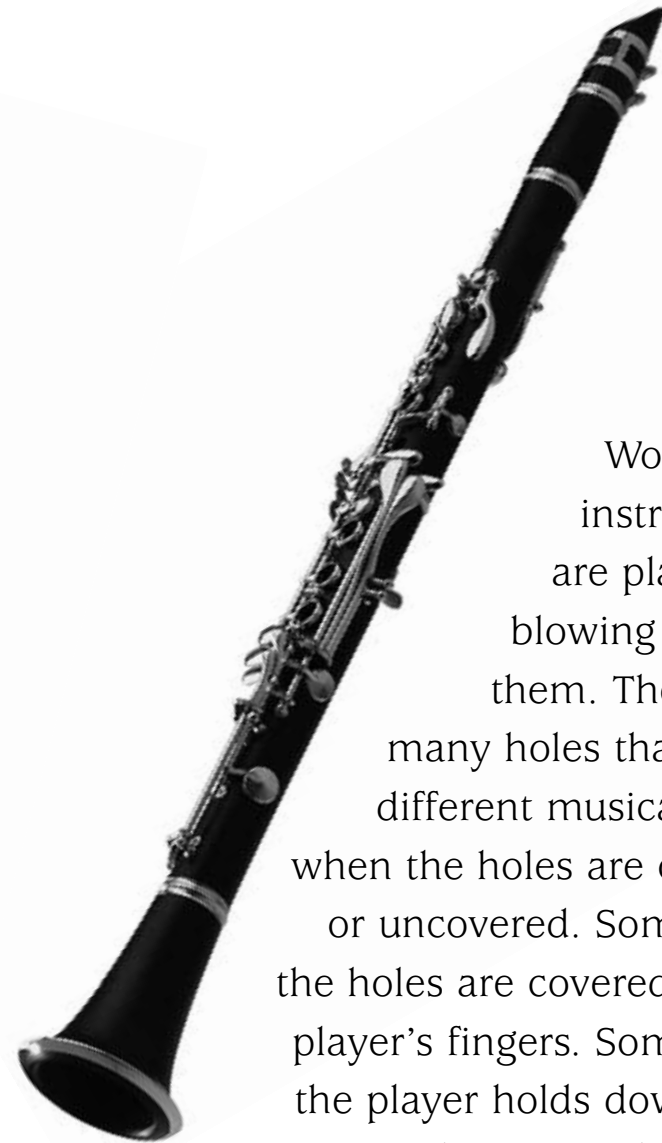


Harp

Another important part of an orchestra is the woodwind family. The **woodwinds** include flutes, oboes, clarinets, and bassoons. The woodwinds have other family members that may be part of an orchestra, too. The flute has a smaller cousin, called a piccolo. The other woodwinds have bigger cousins called the English horn, bass clarinet, and double bassoon.



Flute



Clarinet

Woodwind instruments are played by blowing air into them. They have many holes that make different musical notes when the holes are covered or uncovered. Sometimes the holes are covered by the player's fingers. Sometimes the player holds down keys that cover the holes.



French horn

Another section of the orchestra is the **brass** section. This includes trumpets, horns, trombones, and tubas. These are among the most powerful instruments in an orchestra. Brass instruments, like woodwinds, are played by blowing into them. Trumpets, horns, and tubas have valves that a player pushes to change notes. Trombones have a U-shaped metal tube and slide. The player moves the slide to change notes.

Percussion instruments are another important part of an orchestra. These instruments are all struck, or hit, in one way or another. They are made of skin, metal, or wood. Some percussion instruments, such as a xylophone, create musical notes. Others, such as castanets and most drums, create sound with no musical notes. Percussion adds bangs and splashes to the sound of an orchestra.



Kettledrum

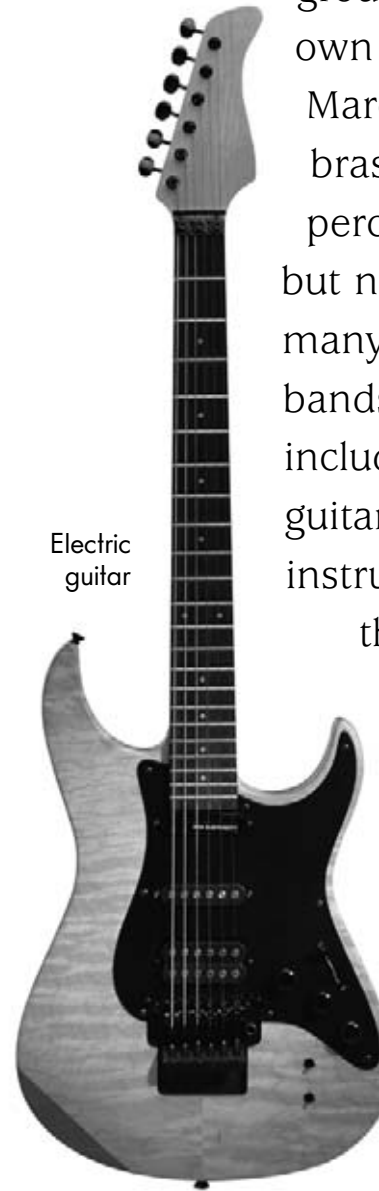
Keyboard instruments include the piano and organ. These instruments have closed cases that hide the inside of the instrument. Pianos have strings that vibrate. Organs create sound by the use of wind. These instruments all have many keys that can create many more notes than most other instruments.



Baby grand piano

Bands

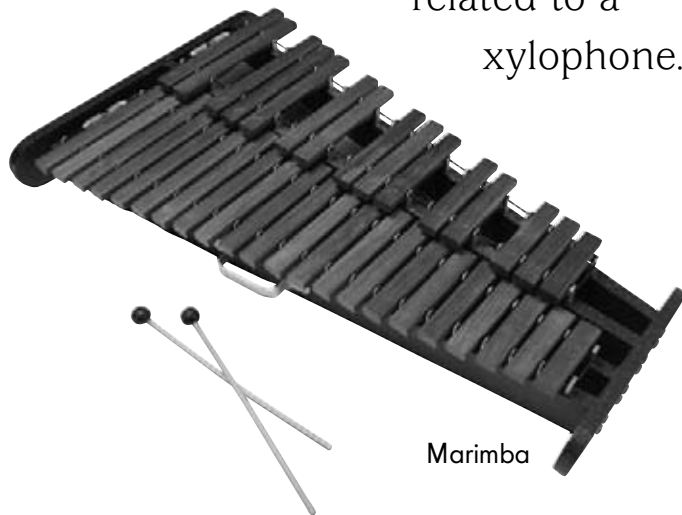
Bands are another kind of musical group that have their own kinds of instruments. Marching bands use brass, woodwind, and percussion instruments, but no strings. There are many other kinds of bands as well. They often include one or more guitars, another stringed instrument. Guitars are the foundation of many bands in the same way that the violin family is the foundation of an orchestra. Guitars played in bands are often made louder by the use of **amplifiers**.



Electric guitar

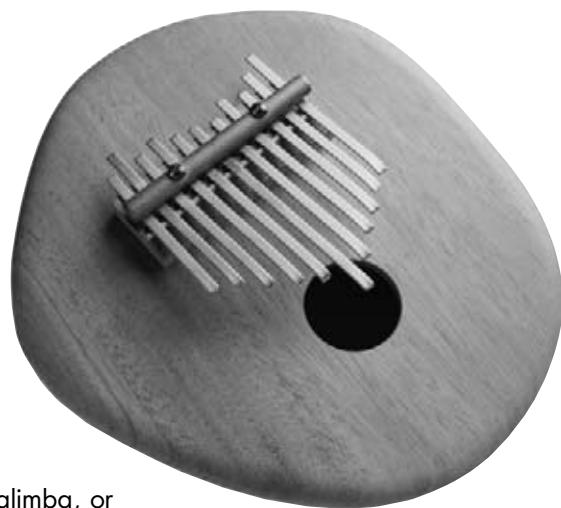
A rock band can include electric guitars, bass guitars, drums, and an electronic keyboard, along with other instruments. A jazz band can have many of the same instruments as a rock band. It can also have woodwinds and brass instruments. Latin bands often have extra percussion

such as the marimba, an instrument related to a xylophone.



Bluegrass and country music bands may have guitars, banjos, mandolins, and autoharps. They may also have various percussion instruments such as spoons, washboards, and bucket basses. These bands also have fiddles, which are violins played in a very different style than they are in an orchestra.





Kalimba, or
thumb piano (Africa)

Instruments Around the World

Cultures around the world have instruments that are very different from the ones described so far in this book. But most instruments, no matter where they are found, are played in one of four ways—by blowing, scraping, plucking, or hammering. Some examples of each type of instrument are shown on the following pages.



Native American flute



Panpipes
(Greece,
Latin America,
Far East)

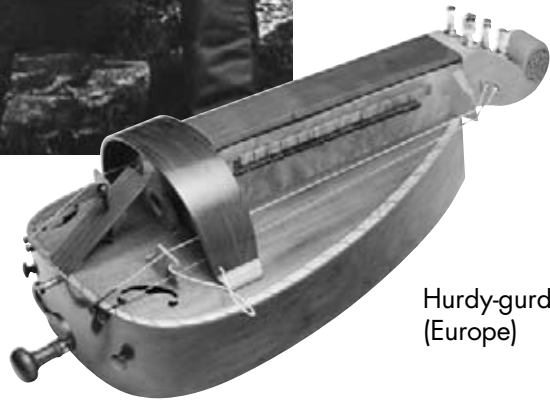


Scottish bagpipes (Scotland)

Blown instruments, including the woodwinds, all force air down a tube. Look at these illustrations of blown instruments from around the world.

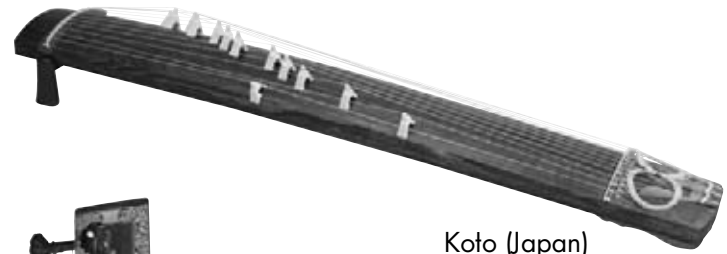


Gusle player
(Eastern Europe)



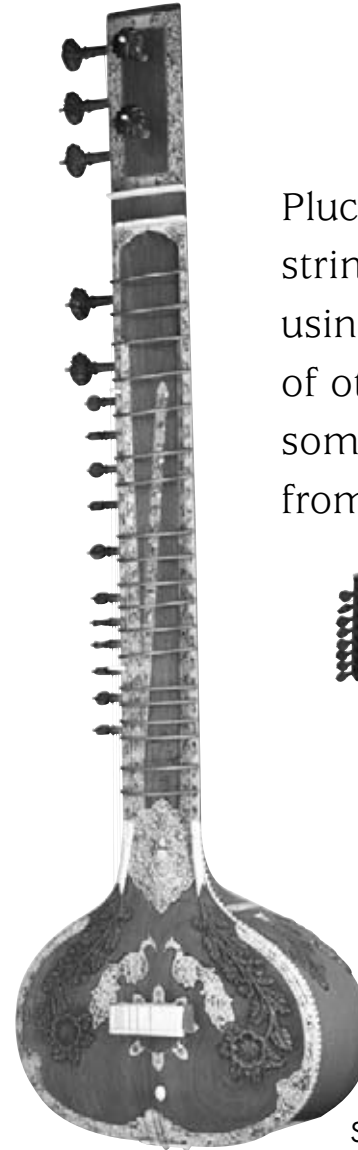
Hurdy-gurdy
(Europe)

Scraped instruments include the violin family. They often use a bow that creates sound when scraped over strings. But many scraped instruments create music in other ways. These are two unusual scraped instruments.



Koto (Japan)

Plucked instruments have strings that can be plucked using fingers or a variety of other objects. Here are some plucked instruments from around the world.



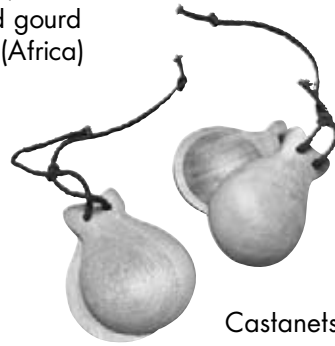
Sitar (India)



Lute (Middle East, Europe)



Shekere, or
beaded gourd
shaker (Africa)



Castanets (Spain)

Hammered instruments include drums and other percussion instruments. They create music by hitting one object with another. Cultures around the world have many kinds of hammered instruments. Here are a few of them.



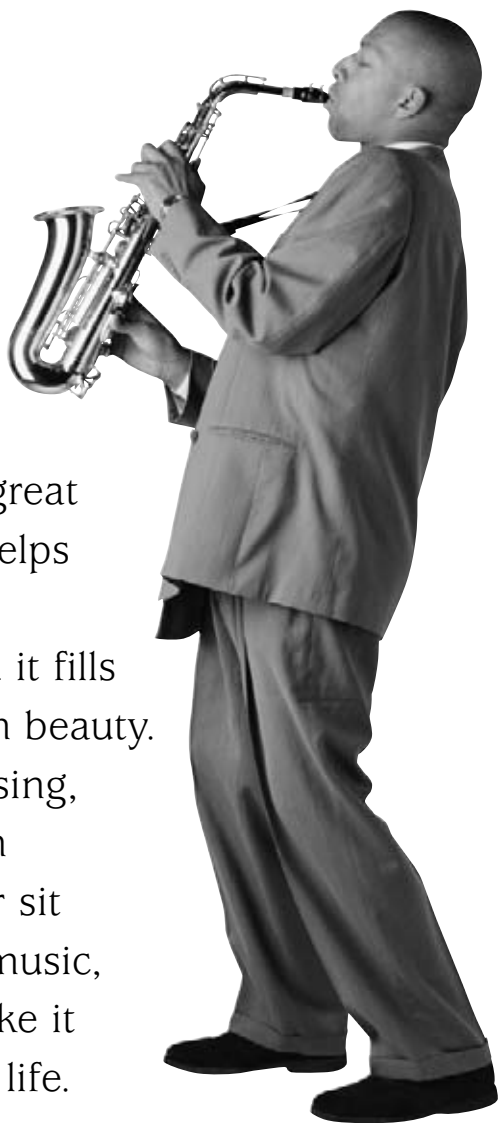
Drum (Africa)



Barbershop quartet

In many ways, the human voice can be considered a musical instrument. It is perhaps the most flexible musical instrument of all. It can create and sing songs with words, tunes without words, and a wide variety of rhythms and sounds. It doesn't cost anything since no extra equipment is needed. If you are in a place where you need to be quiet, you can still hum or sing silently to yourself.

Music brings great joy to life. It helps us to express ourselves, and it fills our world with beauty. Whether you sing, dance, play an instrument, or sit and listen to music, be sure to make it a part of your life.



Saxophone player

Glossary

- amplifier** electronic equipment that makes a musical instrument sound louder (p. 16)
- bow** a flexible rod with horsehairs stretched from end to end for playing instruments of the violin family (p. 9)
- brass** a group of metal instruments that includes trumpets, trombones, horns, and tubas (p. 13)
- keyboard** a group of instruments that includes the piano, organ, harpsichord, and more.
Also, the row or rows of keys on any of these instruments (p. 15)
- percussion** a group of instruments on which music is made by hammering or banging, such as the drum (p. 14)
- strings** the violins, violas, cellos, and double basses in an orchestra (p. 9)
- woodwinds** a group of instruments that includes flutes, clarinets, oboes, and bassoons (p. 11)

Name _____

INSTRUCTIONS: In the top section, write the correct answers in the spaces.
In the bottom section, fill in the blanks.

Musical Instruments

	Strings	Woodwinds	Brass	Percussion	Keyboard
How to play					
Examples from the book					

MUSICAL INSTRUMENTS • LEVEL P • 1

- Orchestras usually play what is called _____ music.
- Sometimes the harp is played _____, or alone.
- The brass section includes _____, _____, _____, and tubas.
- Percussion instruments are made of _____, _____, _____, and _____.
- Keyboard instruments include the _____ and _____.
- Guitars played in bands are often made _____ by the use of amplifiers.
- Instruments from around the world are played in one of four ways — by _____, _____, _____, or _____.



SKILL: COMPREHENSION

Name _____

INSTRUCTIONS: Read the following sentences and put in commas where they are missing. The first sentence is completed for you. Then create two sentences of your own. When you have finished, use the book and check to see if you are correct.

1. Or the wind might have created music when it blew through a shell, a reed, or a piece of bamboo.
2. The sound can be soft loud gentle harsh wild or soothing.
3. The type of sound made by a musical instrument depends on its shape design and size.
4. The string section includes violins violas cellos and double basses.
5. The woodwinds include flutes oboes clarinets and bassoons.
6. Marching bands use brass woodwind and percussion instruments.
7. Bluegrass and country music bands may have guitars banjos mandolin and autoharps.

Make two of your own sentences using commas in a series.



1. _____

2. _____

Magnetism

A Reading A-Z Level P Leveled Reader

Word Count: 1,170



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Magnetism



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Magnetism
Level P Leveled Reader
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Illustrations by John Kastner

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Introduction

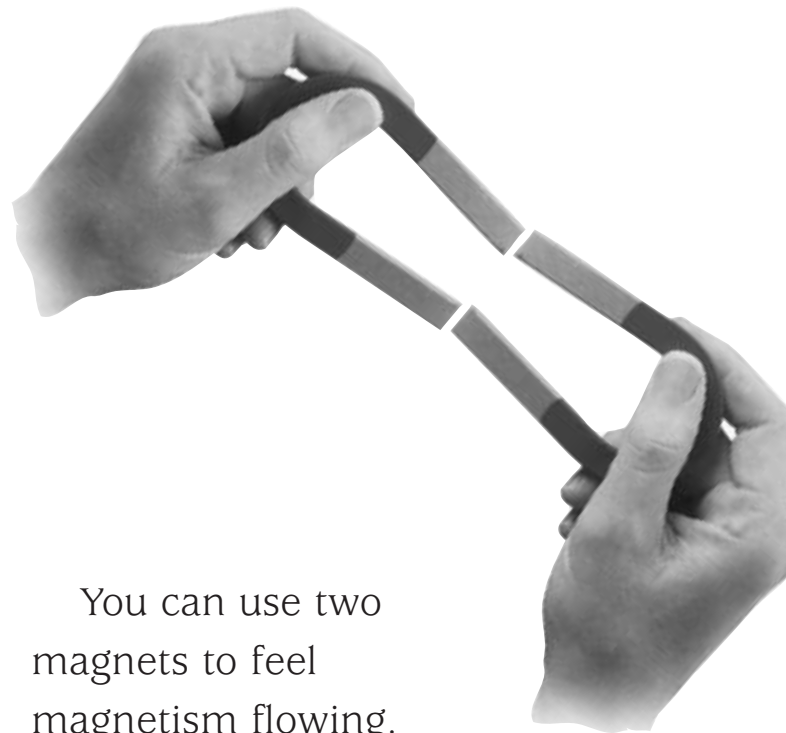
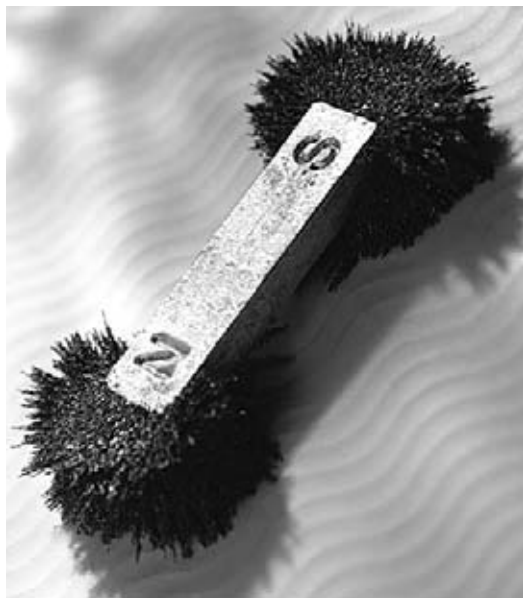
Look around your home and try to find a magnet. A magnet is a metal object that sticks to other metals. You might have some magnets among your toys. There are probably magnets on your refrigerator. But did you know that there may be hundreds of magnets in your home? You cannot see most of them. But they are inside your television, telephone, and stereo. They are inside electric motors that power your blender and hair dryer. Computers are full of magnets. And all the electricity that runs these things comes from **magnetism**.

Magnetism and Magnets

Magnetism is an invisible **force**. A force is anything that pushes, pulls, or moves an object. Magnetism is a special force that only pulls on some metals, such as iron. A magnet will not push or pull plastic or tin.

Magnetism flows in one direction through a magnet, no matter what shape the magnet is. It flows in one end and out the other. The ends of a magnet are

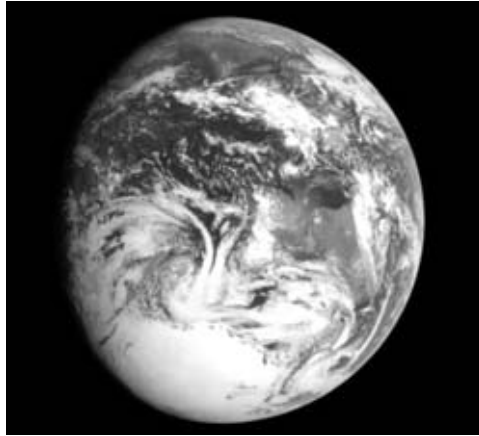
called **magnetic poles**. Every magnet has a north and a south pole. The force flows out the north pole and back in the south pole.



You can use two magnets to feel magnetism flowing.

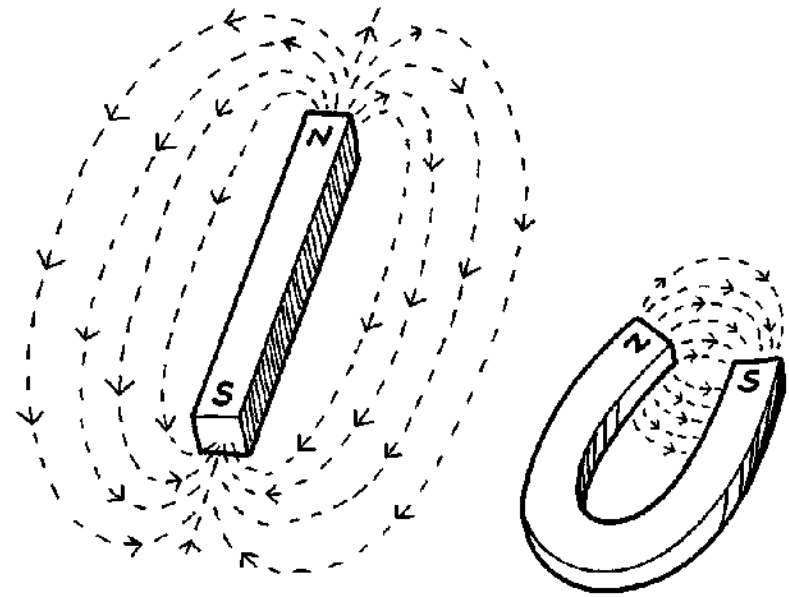
The north pole of one magnet will stick to the south pole of the other. Now, try to push the two north poles together. It feels almost like trying to connect two hoses that are both spraying water. The magnetic force pushes the north poles apart, because the magnetic forces are flowing against each other. Two north poles will always **repel** each other. So will two south poles.

The earth's iron core is **magnetized**. The whole planet acts like a giant magnet. If you dangle a magnet by a string, one pole will point north and the other will point south. This is exactly how a compass works. This gave the north and south poles of a magnet their names.



Do You Know?

The earth's north and south magnetic poles are not quite at the true north and south poles. The north magnetic pole is in northern Canada. The south magnetic pole is in the Pacific Ocean south of Australia. Since the earth's core moves around, the magnetic poles move, too. They can even flip completely around. If this happened today, your compass needle would point south!

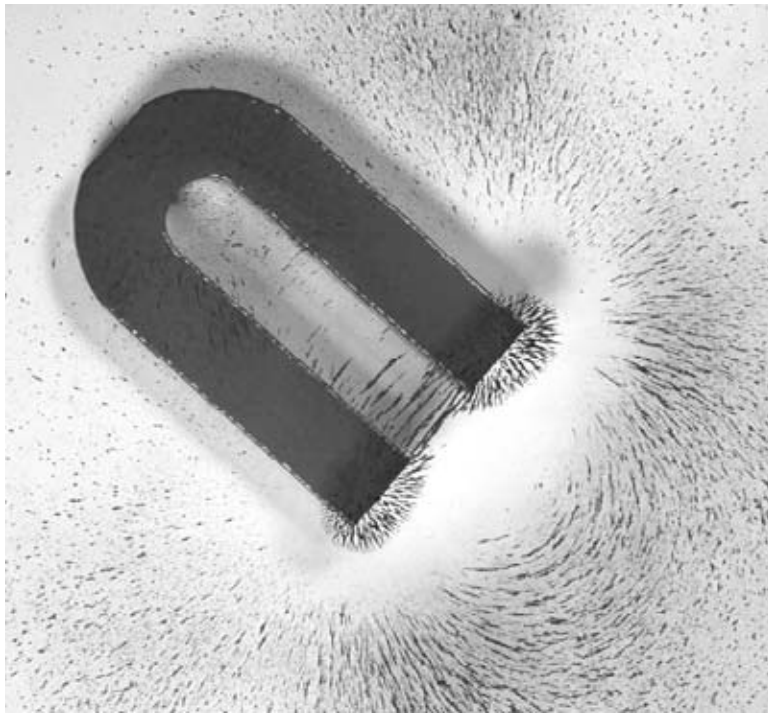


Magnetic Field

The magnetic force flows out the north pole of the magnet. Then, it loops around outside the magnet and flows back in the south pole. Magnetism flows through space in **lines of force**. The invisible shape formed by the lines of force around the magnet is called the **magnetic field**.

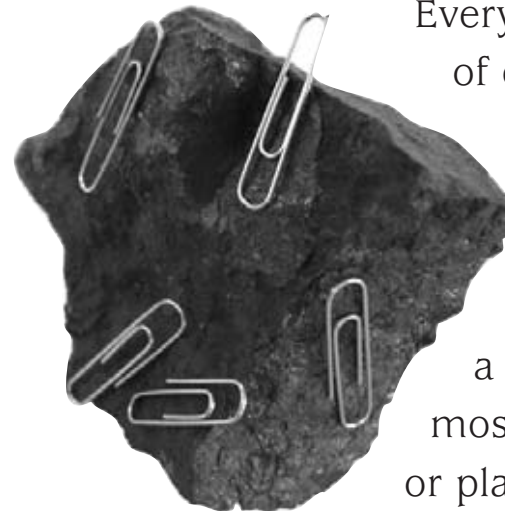
Any iron or other magnets inside a magnetic field will be pulled toward the magnet. Stronger magnets have more lines of force and larger magnetic fields.

To see a magnetic field, place a magnet on a piece of paper. Sprinkle iron filings around the magnet. The filings will gather along the lines of force in the shape of the magnetic field.



How Are Magnets Made?

The first magnets were made of a natural rock called **lodestone**. People used pieces of lodestone in compasses. But they did not know how they worked.



Every material is made of extremely tiny pieces called **atoms**. Most atoms spin. This spinning creates a tiny, tiny force. In most things, like rocks or plastic, the atoms spin every which way.

The tiny forces never add up. But when something becomes magnetized, the atoms spin in the same direction. All the tiny forces add up to create a magnetic force. Eventually, people learned how to line up the atoms in some metals to create new magnets.

Some things, such as iron, become magnetized more easily than others. A piece of ordinary iron is placed inside a strong magnetic field. The magnetic force makes the iron atoms line up and spin in the same direction. This makes a new magnet. The more atoms that spin in the same direction, the stronger the magnet becomes. Sometimes if you drop a magnet, some of the atoms get knocked out of line, and the magnet gets weaker.

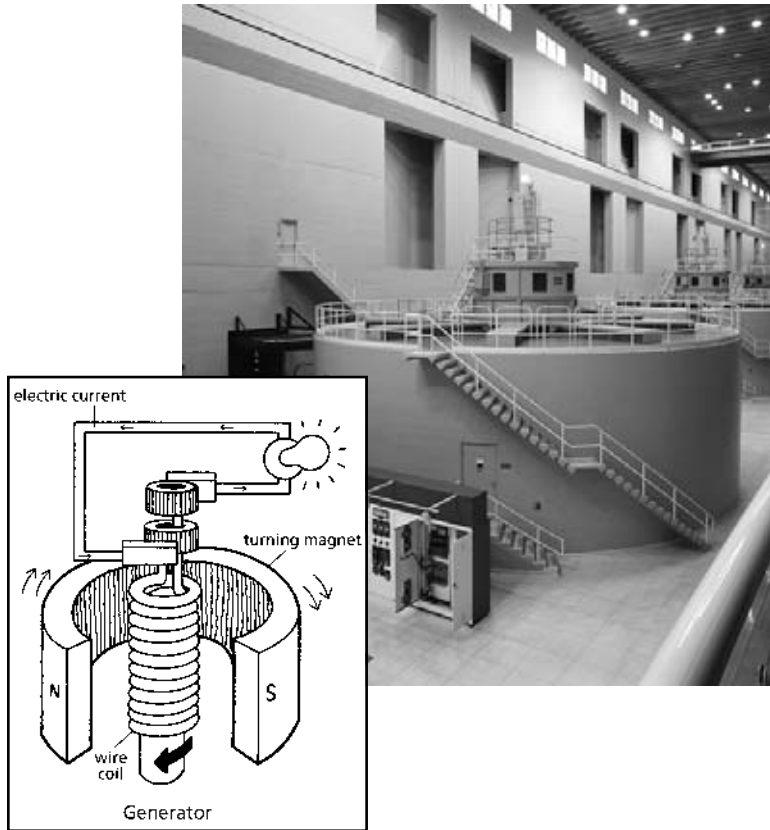


Try This

Make your own magnet!

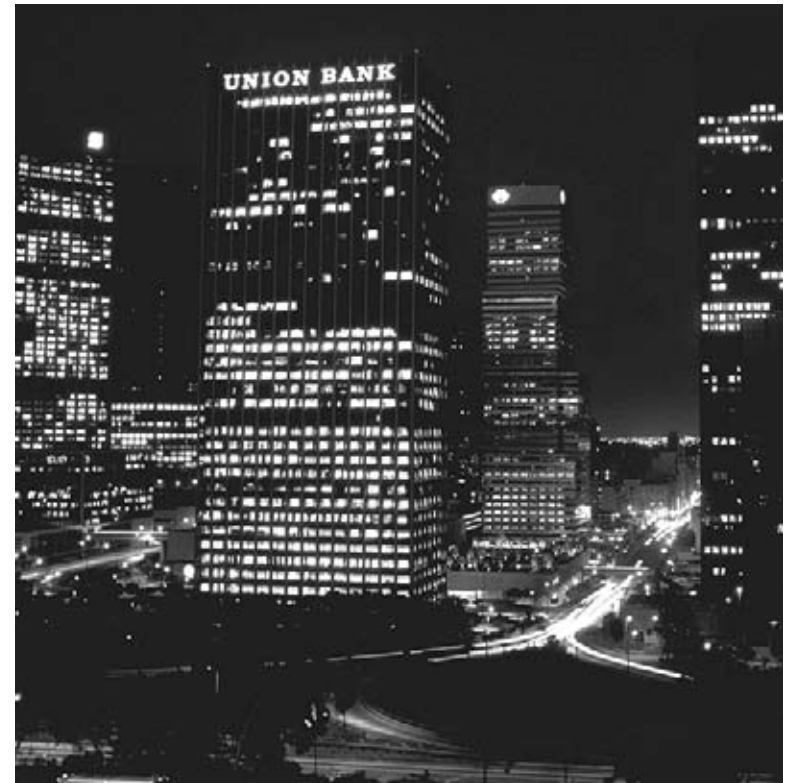
You will need a large iron nail, a strong magnet, and several paper clips.

- 1 Hold the nail by one end and slide it across the magnet in one direction. Keep sliding it over and over. The magnet's lines of force will start to line up the atoms in the nail.
- 2 After 20 to 30 times, touch the nail to the paper clips. Does the nail pick up the clips? How many can it pick up at once? Keep stroking the nail along the magnet to make the nail's magnetic force stronger. See if you can pick up all the paper clips at once.



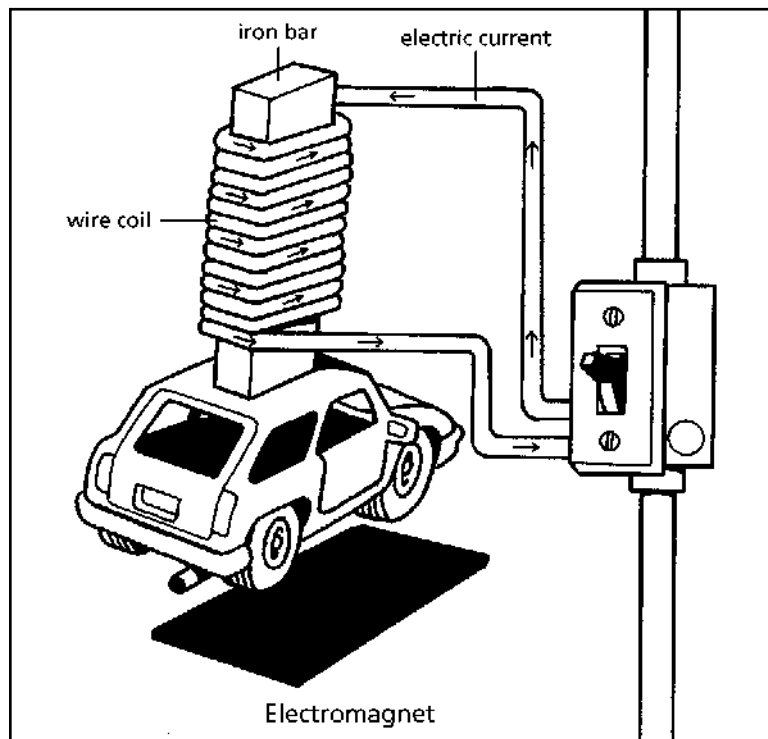
Magnetism and Electricity

Magnetism and electricity are very closely related. Magnets can make electricity. And electricity creates magnetic fields. This is because both magnetism and electricity affect the way atoms spin.



All the electricity you use comes from machines called **generators**. Generators make electricity by spinning magnets around coils of wire. The magnetism creates an electric current in the wire. The difficult part is getting the magnets spinning. Power plants use running water, wind, or steam from burning fuel to turn the magnets.

Electricity can create special magnets called **electromagnets**. A wire is wrapped around a regular piece of iron. Then an electric current from a battery or outlet flows through the wire. The electric current makes a magnetic field. This magnetizes the iron. But the iron only stays magnetized as long as the electricity is on.



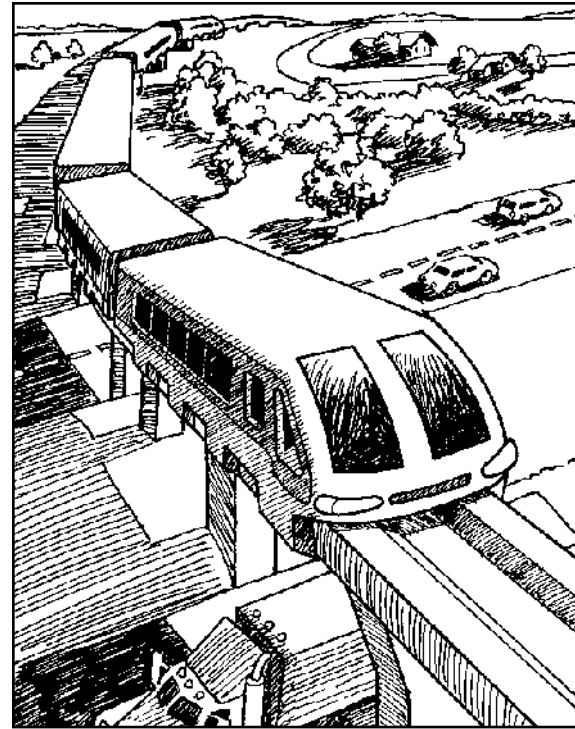
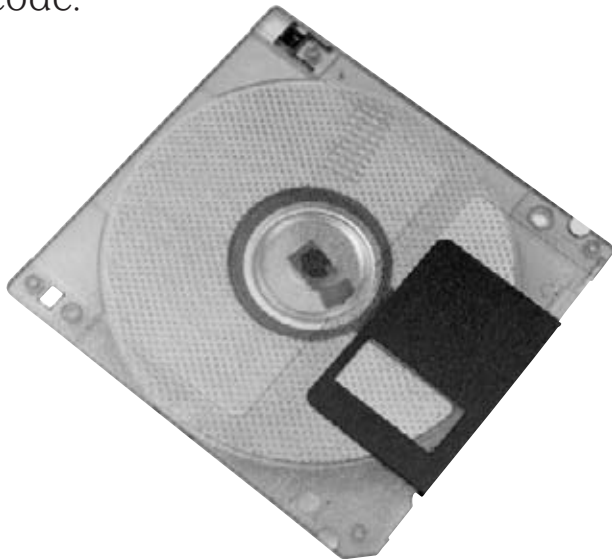
Using Magnetism

The earliest use of magnetism was the compass. A small, freely moving magnetic needle pointed to the earth's magnetic north pole. This helped guide travelers and explorers. Modern travelers still use compasses.



Electricity comes from spinning magnets inside generators. And electric **motors** work like generators in reverse. They use electric current to spin magnets. The magnets are attached to fans, cutting blades, or wheels. This is how fans, blenders, and remote-control cars work.

Magnets can also **encode** information, or store it in a special code. Cassette tapes, videotapes, computer disks, and credit cards all use strips of tiny magnets. The magnets are the size of grains of powder. There can be millions of magnets on one tape, disk, or credit card. Each tiny magnet points in its own direction. The different positions of the magnets create a code. Tape players, VCRs, and computers sense the tiny magnetic fields and read the code. Putting a credit card, tape, or disk near a powerful magnet can mess up or erase the code.



Some high-speed trains run on electromagnets. The trains have powerful electromagnets on the bottom. The track also has powerful electromagnets. The two electromagnets face each other so that they repel each other. The magnetic force is so strong that it lifts the train off the track. The train floats above the track. It actually flies as it travels. This makes a fast, smooth ride.

Special machines called MRIs can look inside a person's body. The person lies inside a tube cut right down the center of a very powerful magnet. The lines of force flow through the person's body. The magnetism is so strong that it causes the atoms in the body to spin in the same direction. Special sensitive instruments can tell how fast the atoms spin. Computers figure out what kind of atoms they are based on how they spin. This gives doctors an idea of what is going on inside a person's body.

Doctors can find atoms that are not supposed to be there. They can see cancer and other diseases. MRIs give doctors a look inside the body without having to cut the body open.



Conclusion

While magnets may seem simple, there is no end to their uses. Every time you watch a tape, turn on the air conditioner, or even turn on a light, you are using magnets. Someday you may ride on a high-speed train or use an MRI. Playing with magnets can be lots of fun. The magnetism you play with is the same force that has made modern life possible.

Glossary

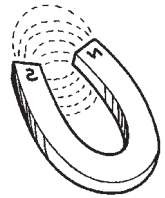
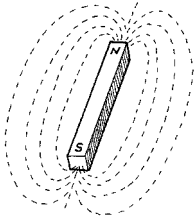
atoms	tiny pieces that make up all materials (p. 10)
electromagnets	temporary magnets made by passing an electric current through a wire wrapped around a piece of iron (p. 15)
encode	to put information in a special code (p. 17)
force	something that pushes, pulls, or moves objects (p. 5)
generators	a machine that creates electricity in coils of wire using spinning magnets (p. 14)
lines of force	invisible lines of magnetic force that flow through and around a magnet (p. 8)

lodestone	naturally magnetic rock (p. 10)
magnetic field	invisible shape of the lines of force around a magnet (p. 8)
magnetic poles	the ends of a magnet where the magnetic force flows in and out (p. 5)
magnetism	a force that pushes and pulls certain metals (p. 4)
magnetized	to become a magnet (p. 7)
motors	machines that turn electricity into motion using coils of wire to spin magnets (p. 16)
repel	force away (p. 6)

Name _____

INSTRUCTIONS: After reading *Magnetism*, use the words below to finish the sentences. You may use a word more than once.

repel	wire	magnetism	force
current	pole	iron	field



_____ is an invisible _____ that can push and pull things made of _____.

If you bring the north _____ of one magnet near the north _____ of another magnet, they will _____ each other.

Lines of _____ form an invisible magnetic _____ around the magnet.

When a _____ is passed through a magnet's lines of _____, an electric _____ is produced in the _____.

Name _____

INSTRUCTIONS: Circle all the words below that contain the root word *magnet*.

men	maple	magnetize	metal
magnetism	magnetism	aging	made
mate	melt	mailbox	mantel
much	electromagnet	maple	mush
electrical	metal	magic	ape
melt	angel	magnetize	angel
maple	made	mail	agile
magic	mushroom	male	magnets
man	magnets	maid	made
mammoth	maybe	magnetizing	mushroom
anger	melt	manage	electricity
mane	music	manger	mummy
manage	magnetism	met	magnetism
metal	make	magenta	mango
marble	marble	magnetic	major
maybe	multiply	age	manmade
mental	mummy	mankind	electromagnet
make	mantel	maybe	electric
magnetized	mental	mane	manage
man	magnetized	angle	man
main	ant	make	magnetic
management	angle	magnetic	magnets
mush	maybe	mailbox	maybe
major	manger	mailman	market
maggot	mango	mailing	margin

Breeds of Dogs

A Reading A-Z Level P Leveled Reader

Word Count: 1,300




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**Curly-coated
retriever puppy**

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Level P Leveled Reader
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Introduction

Did you ever notice how many different kinds of dogs there are? There are big dogs, small dogs, long dogs, short dogs, hairy dogs, and even hairless dogs.

There are dogs with big ears, little ears, big noses, little noses, long legs, short legs, long tails, and no tails at all.



Portuguese water dog, St. Bernard, and Bernese mountain dog

Why are there so many kinds of dogs? The reason is because there are lots of breeds of dogs. Breeds are kinds of dogs that are kept separate from other breeds during mating time. If each breed of dog only mates with its own kind, the puppies will be that same kind of dog, too. These dogs are purebred, which means that since their parents are the same, they will be the same, too. A male and female bulldog will have pups that are bulldogs.



Other dogs are called mixed-breed dogs. They are a mix of two or more kinds of dogs. Mixed-breed dogs are sometimes called mutts.



How did different kinds of dogs come to exist? Long ago, there were no dogs—there were only wolves. Some people became friends with wolves and started feeding them. In exchange, the wolves helped people by protecting them and helping them hunt.

Over time, people saw that some wolves were better at running.



Other wolves were better at hunting, and others were better at digging. Some people wanted a wolf who was even better at one of those tasks. So they started only letting good runners mate with good runners. And they only let good diggers mate with good diggers. Over many thousands of years, the wolves people kept as pets changed into the breeds of dogs we know today. Of course, the wild wolves stayed wild and are still wild today.

There are seven groups of dogs, and each one has many breeds. Let's learn about these groups and some of their members.

Sporting Dogs

Sporting dogs were bred to help hunters. Some sporting dogs help a hunter find the game—the animal that is being hunted. Other sporting dogs find game that has been shot and bring it back to the hunter.



The pointer is a sporting dog that was bred to see and point at game. A pointer freezes in place with one front leg up and points with its nose.



The Labrador retriever, or Lab, is a popular sporting dog that is also a good family dog. It was first bred to retrieve, or bring back, birds that had been shot if they fell into a pond or lake. Labs have webbed feet to help them swim well. Their waterproof coat keeps them warm in cold water. They have strong jaws for carrying heavy birds.

Hounds

The job of hounds is to chase game on the ground. There are two kinds of hounds. Sighthounds use their eyes to chase game. Scenthounds use their nose to follow the scent, or smell, of game. Hounds may bark to let a hunter know they have cornered the game, or they may kill the game themselves.



The Irish wolfhound, a sighthound, is one of the tallest dogs in the world. It can be .9 meters (3 ft.) tall at the shoulder. It was bred to hunt and kill wolves. Its long, strong legs make it a fast hunter.



The best scenthound is the bloodhound. It has loose skin on its face and long, floppy ears. Both of these things help stir up smells so that the bloodhound can find game animals easily. Bloodhounds are also good at finding lost people.

Working Dogs

Working dogs are smart and tough. They do jobs like guarding, protecting, rescuing, and pulling sleds and carts.



The Newfoundland is a large, sturdy dog. It has a thick, waterproof coat that keeps it warm. Long ago, Newfoundlands were used to pull boats and heavy fishing nets through the water. Today they are used in Europe to rescue drowning people.



Samoyeds

The Samoyed comes from the coldest parts of Asia. Samoyeds were first used to guard and herd reindeer. Today they work as sled dogs. Their weatherproof coat is extra thick for warmth. Their stocky shape helps keep body heat inside.

Herding Dogs

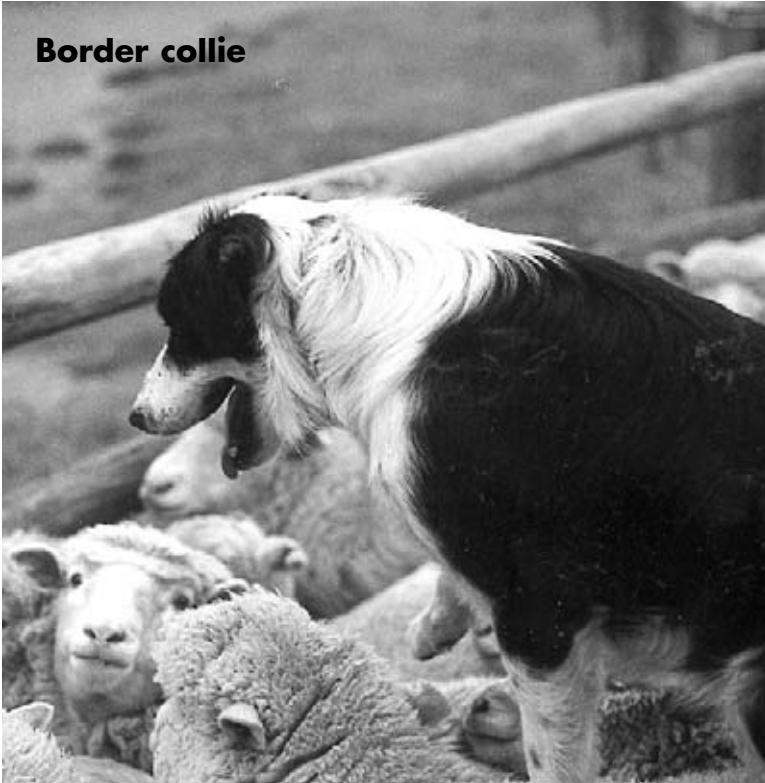
Herding dogs are fast-moving and smart. They were bred to control other animals, such as sheep or cattle. Herding dogs control animals by barking, staring, or nipping. Herding dogs are easily trained. They are independent, eager workers.



Welsh corgi

The Welsh corgi is a sturdy, quick, short-legged dog. It was first bred to drive cattle. Because it is short, it can duck under cows and nip at their ankles. It is able to move quickly to keep from being kicked.

Border collie



The Border collie was made famous in *Babe*, a movie about a pig that herded sheep. Babe learned this skill from a Border collie. Border collies were bred to herd sheep and cattle, and they still do that work today. They are athletic dogs that can run very fast. They are good at making sheep and cattle obey them.

Terriers

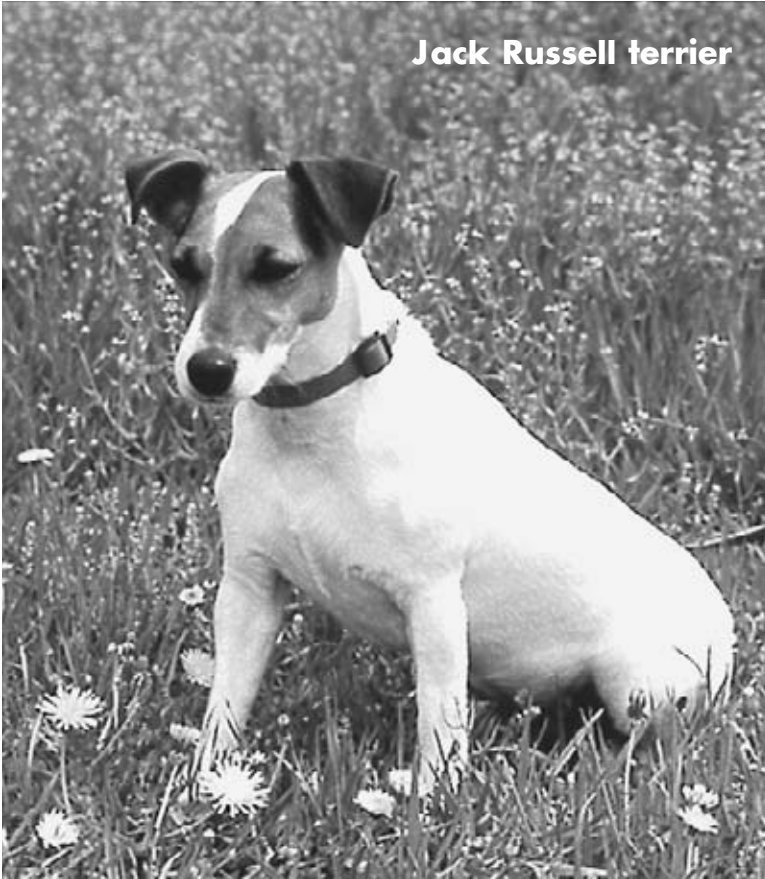
Terriers are usually small or medium in size. Most terriers were bred to find and kill fierce pests like rats, otters, foxes, and badgers. They had to be very brave to hunt these fierce animals. As pets, terriers can be stubborn and hard to train.

Airedales



The Airedale is the largest terrier. It was originally bred to kill badgers, weasels, and otters. It is a natural watchdog and has also been used as a police dog.

Jack Russell terrier



The Jack Russell terrier has become very popular because there is one on *Frasier*, an American television show. However, this dog is not right for everyone. It needs lots of exercise and activity every day. Otherwise, it will be difficult and destructive.

Toy Dogs

Toy dogs have been bred for their small size. Some toy breeds originally had jobs hunting or killing pests. But most toy dogs were first bred as companions to people.

Papillon



The papillon is a small, friendly, smart dog with big ears. *Papillon* is the French word for butterfly. This dog's ears look like butterfly wings.



**Hairless
Chinese
cresteds**

The hairless Chinese crested is bald except for puffs of hair on the head and feet. It has dark gray skin with pink spots. It needs sunblock lotion in the summer. In the winter, it needs to wear a coat to stay warm.

Non-sporting Dogs

This group of dogs includes many breeds that don't fit into the other groups. These breeds no longer perform the jobs they were first bred for. Their job now is mostly to be companions to people.



Shar-Pei

The Shar-Pei is an unusual-looking dog. Its skin is wrinkled and loose, and its mouth is shaped like a hippo's mouth. The Shar-Pei was first bred as a Chinese fighting and guard dog. Its loose skin made it possible for the dog to twist away if another animal grabbed it.



Dalmatian puppies are born completely white. Their spots develop in the first few weeks of life. Dalmatians were trained to trot beside a horse-drawn coach. If farm animals got in the road, the Dalmatian would move them out of the way. It also protected the horses from wild dogs. The Dalmatian had to be very strong so it could trot for many miles.



Choosing a Dog

Purebred dogs can have health problems. Many people believe that mixed-breed dogs are healthier. Mixed breeds come in all sizes and colors. They often have lively personalities.

Bringing a dog into your family is a big decision. It is very important to keep a dog healthy with regular visits to the vet. It is also very important to train the dog to be well-behaved.

Now you know more about why there are so many kinds of dogs. Dogs really do come in most every shape and size. They have many kinds of personalities, too. If you get a dog, be sure to choose one that will get along well with your family. A dog can be a good friend for many years.



For More Information

- | | |
|---|--|
| <ul style="list-style-type: none"> • United States
American Kennel Club
www.akc.org | <ul style="list-style-type: none"> • Canada
Canadian Kennel Club
www.ckc.ca |
| <ul style="list-style-type: none"> • Great Britain
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Australian National Kennel Council
www.ankc.aust.com |

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crested, 19 | Shar-Pei, 20 |
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Name _____

INSTRUCTIONS: Use your books to help you fill in this chart. Write information about different breeds of dogs. The first one is completed for you.

Group	What they do	What they look like	Example
sporting dogs	find game help hunters retrieve or bring back point swim	webbed feet waterproof coat strong jaws	Labrador Retriever
hounds			
working dogs			
herding dogs			
terriers			
toy dogs			
non-sporting dogs			

Name _____

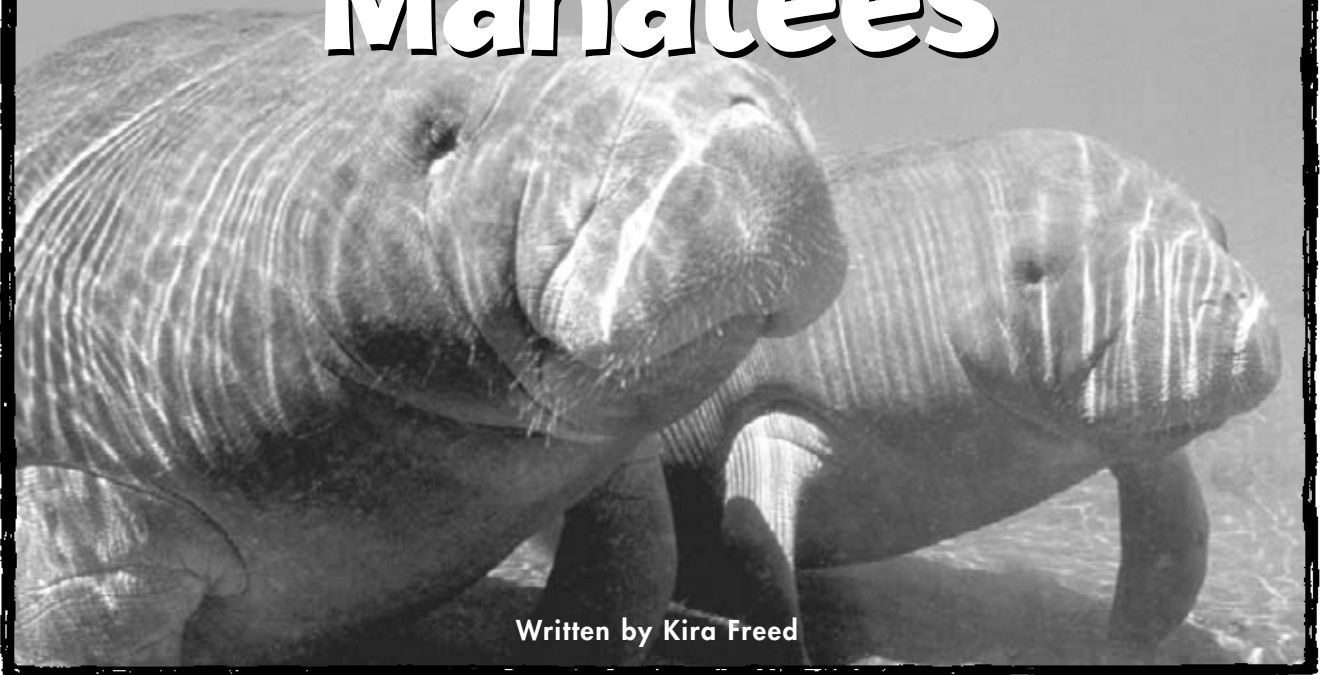
INSTRUCTIONS: Use your books, if necessary, to fill in the blanks. (There could be more than one answer to some of the questions.) Then write two of your own sentences to compare different kinds of dogs.

1. _____ can see better than scenthounds.
2. _____ can smell better than sighthounds.
3. The Airedale is the _____ terrier.
4. The papillon is _____ than a Dalmatian.
5. The Irish Wolfhound is the _____ in the world.
6. Working dogs can run _____ than toy dogs.
7. Some people think that mixed breeds are healthier than _____.
8. The Newfoundland has a _____ than a pointer.
9. The Samoyed can live in the _____ parts of Asia.
10. The Welsh corgi has _____ legs than a Border Collie.

Sentences

LEVELED READER • P

Manatees



Written by Kira Freed

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Manatees

A Reading A-Z Level P Leveled Reader • Word Count: 1,004



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21	Reading Recovery
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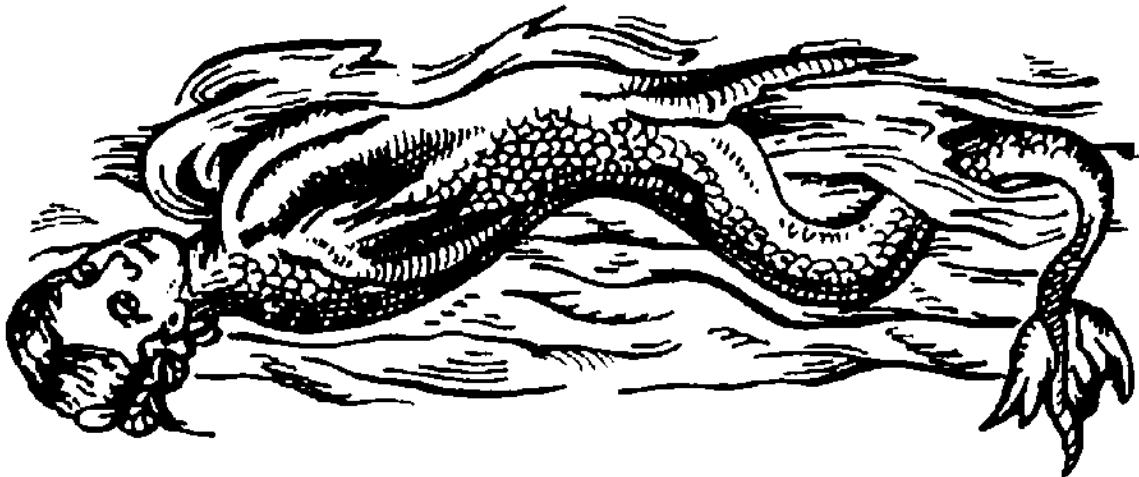
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3

4

Many years ago, sailors told stories about mermaids, or **sea sirens**. They were beautiful creatures that were half woman and half fish. They sang to sailors to lure them onto dangerous rocks. There, the sailors would get shipwrecked.

Introduction



Description

Manatees are **marine**

mammals. They belong to a group of mammals called **Sirenia**. This name comes from the old belief that

manatees were sea sirens. They are sometimes called

sea cows because, like cows,

they graze on plants for

many hours at a time. And

like cows, they eat huge

amounts of plant food.

6



Manatee using a flipper to scratch its face

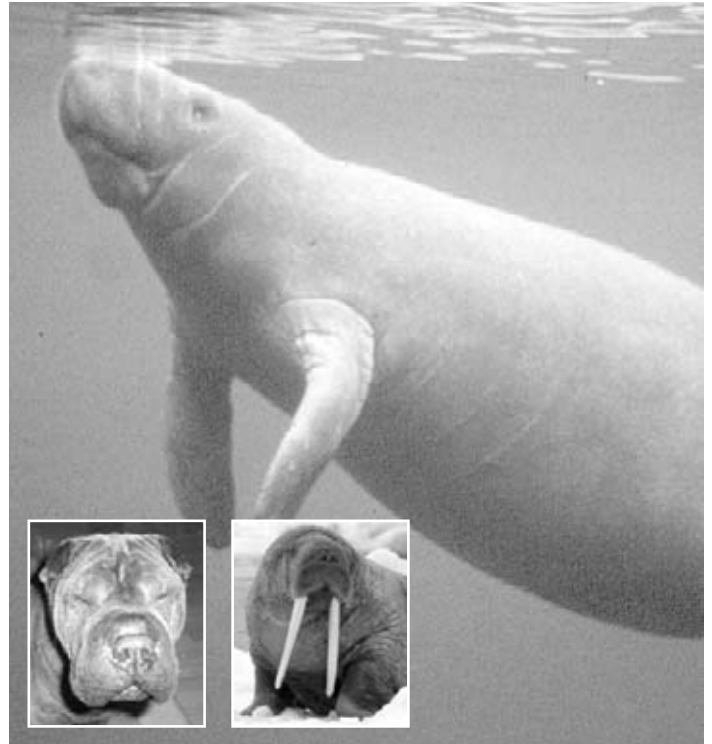
When Columbus sailed to the New World, he saw manatees and thought they were mermaids. Nowadays, it is hard to believe anyone could confuse a manatee with a mermaid. Manatees have a gentle, sweet appearance, but they are not nearly as beautiful as mermaids. In fact, they're kind of funny looking.



Close-up of a manatee's face

5

Manatees are shaped like a very chubby dolphin. They have a paddle-shaped tail that helps them move through the water. Large front flippers help them to steer. They have pudgy, wrinkled faces that look a little like the face of a Chinese Shar-pei dog or a walrus. They have heavy, solid bones. Scientists believe their heavy bones keep them from floating too high in the water.



(Top) Manatee surfacing to take a breath;
(left inset) Chinese Shar-pei dog; (right inset) walrus

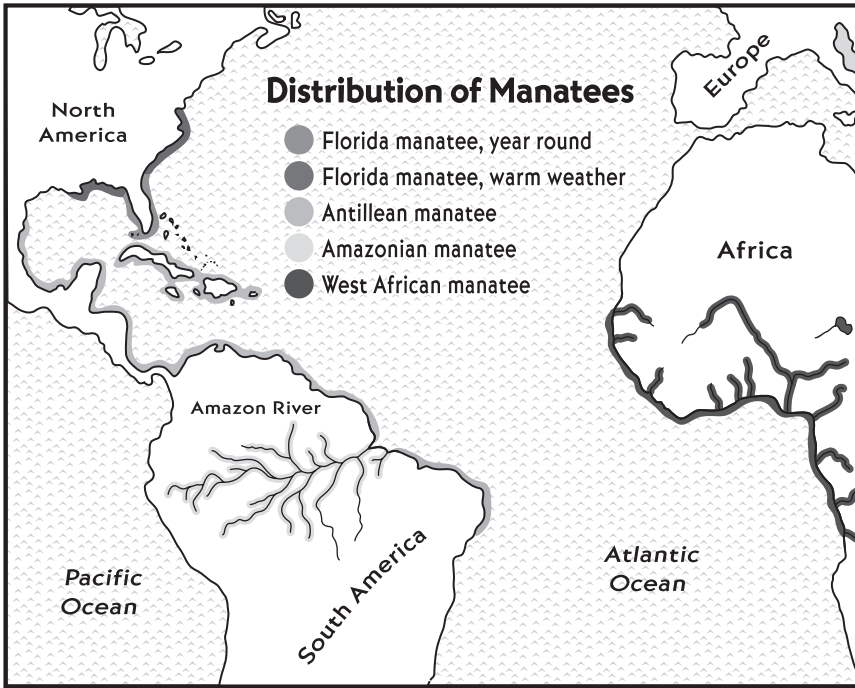
7

Manatees are not close relatives of whales, dolphins, or walruses, even though all of these are marine mammals. They are also not closely related to cows. The closest well-known living relative of the manatee is the elephant.

8

A manatee and its closest living relative, an elephant



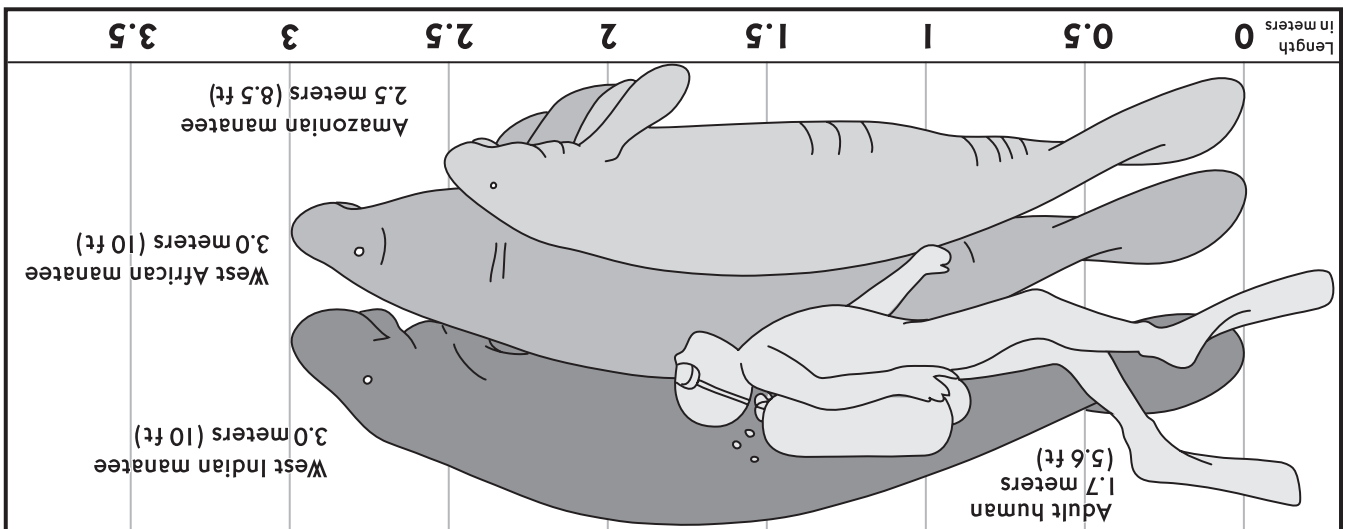


There are three kinds of manatees—the Amazonian manatee, the West African manatee, and the West Indian manatee. West Indian manatees are divided into two types: Florida manatees and Antillean manatees. This map shows where manatees live today.

9

West Indian manatees are about 3 meters (10 ft.) long and weigh about 545 kg (1,200 lbs.). West African manatees are about the same size. Amazonian manatees are smaller. They measure 2.7 meters (9 ft.) or less in length. They weigh 455 kg (1,000 lbs.) or less.

10



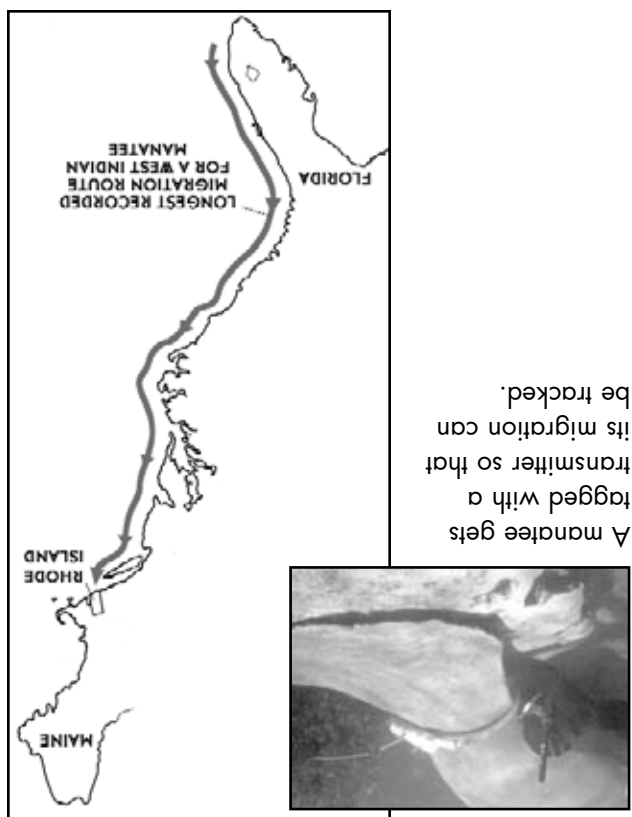
Habitat and Habits

Manatees live in both fresh water and salt water. They prefer shallow water in bays and rivers and along ocean coasts. They prefer water temperatures higher than 20 degrees C. (68 degrees F.). A thick layer of **blubber** protects them from the cold, but they still cannot survive if it gets too cold. Manatees are gentle, harmless creatures that have no way to defend themselves. Staying close to shore keeps them safe from sharks and other **predators** in the open ocean.



A manatee uses its flippers to move along the bottom of the water.

11



12

Manatees **migrate**, or travel, between summer and winter feeding grounds. Scientists have tagged some manatees with radio transmitters to track their movement. They tracked one West Indian manatee that had traveled more than 229 kilometers (1,500 mi.) from Florida to Rhode Island. He broke the record for the longest migration by a West Indian manatee.

Manatees spend up to 8 hours a day eating. They are vegetarians that feed on floating or underwater plants. A manatee can eat up to 15 percent of its body weight each day. Imagine if you did that. The average man would have to eat almost 11.5 kilograms (25 lbs.) of food a day. Manatees also spend a great deal of time resting—up to 12 hours a day. They may rest on the surface of the water or at the bottom. When resting, they can stay under water for up to 20 minutes at a time. When they are active, they need to come up for air every 3 to 5 minutes.



Do You Know?

A manatee may eat over 45.5 kilograms (100 lbs.) of plants each day.

A manatee feeding on seagrass

13

Manatees mostly live alone and often play alone. They may roll over and over in the water, swim on their backs, or bodysurf. Even though they don't live in herds, the search for warm water sometimes brings them together. Manatees often gather in large numbers near power plants that give off heated water. Dozens of manatees may be found together because the warm water feels good to them.

14

Manatees sometimes swim upside down.



Do You Know?
A manatee's body is often covered with a coat of algae. This makes some manatees look like they have green fur!

While manatees are loners, they do sometimes get together. When they do, they get along well with each other. Sometimes manatees seem to kiss each other when they meet. They also nibble and groom each other. They often touch flippers and roll together as though they are dancing. Manatees talk with each other using chirps, squeaks, squeals, and whistles. They may make noise when playing or scared, or to greet other manatees. Noises also help a mother and baby stay in contact with each other.



Two manatees play while others rest.

15



A female manatee nurses a calf.

Like other mammals, manatee mothers give birth to live young. A baby manatee is born between 12 and 15 months after it begins to grow. It is about 1 meter (3 ft.) long at birth. It is born under water and must be brought to the surface right after birth to breathe air. The mother

dunks her baby under water several times to teach it how to go under water and come back to the surface. A baby manatee begins to eat plants a few weeks after it is born. It may also keep drinking its mother's milk for up to two years.

16

Threats to Survival

All manatees are in great danger of becoming **extinct**, or dying out completely. Their numbers are low because of many reasons. One reason is that they have been hunted for food and for their hides. Manatees also can die when they get trapped in fishing nets. In Australia, they sometimes die when they get caught in nets placed along beaches to protect swimmers from sharks.



Two manatees feed on floating plants mixed with trash.

17

One of the biggest dangers to manatees comes from power boats. Many boaters ignore signs about staying away from areas where manatees live. Manatees move slowly and cannot escape a speeding boat. Boat propellers can injure or kill a manatee. Another threat to manatees comes from pollution of the water they live in. Pesticides and other chemicals dumped in water can be poisonous to manatees.

18

Two manatees under a boat motor





(Left) Boats and divers at Crystal River, Florida; (right) a sign posted to urge boaters to be careful around manatees

Laws have been passed to **protect** manatees. Areas have been created to protect them. Many groups are working to save the manatee. They are trying to educate people about these gentle creatures and the threats to their survival.

61

20

Sirenia	the group of mammals that manatees belong to
sea siren	a mermaid, a beautiful, make-believe creature believed to be half woman and half fish
sea cow	another name for a manatee
protect	when humans make laws or establish programs to keep animals from becoming injured or killed
predator	an animal that eats meat and hunts other animals
migrate	to travel, often between summer and winter feeding grounds, or between feeding grounds and mating grounds
marine mammal	a mammal that lives in water
extinct	when a kind of animal dies out completely
blubber	the layer of fat on a manatee's body that makes it look chubby and keeps it warm

Glossary

Name _____

INSTRUCTIONS: Select three animals from the box at the bottom of the page. Go through the list for each animal to determine whether it is a mammal.

Animal _____	Yes	No	Is it a mammal?	
1. Does it have bones?	☐	☐	Yes	No
2. Does it have skin covered with fur or hair?	☐	☐	☐	☐
3. Does it give birth to live young?	☐	☐		
4. Does it feed milk to their young?	☐	☐		
5. Does it have teeth?	☐	☐		
6. Does it breathe air?	☐	☐		

Animal _____	Yes	No	Is it a mammal?	
1. Does it have bones?	☐	☐	Yes	No
2. Does it have skin covered with fur or hair?	☐	☐	☐	☐
3. Does it give birth to live young?	☐	☐		
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5. Does it have teeth?	☐	☐		
6. Does it breathe air?	☐	☐		

Animal _____	Yes	No	Is it a mammal?	
1. Does it have bones?	☐	☐	Yes	No
2. Does it have skin covered with fur or hair?	☐	☐	☐	☐
3. Does it give birth to live young?	☐	☐		
4. Does it feed milk to their young?	☐	☐		
5. Does it have teeth?	☐	☐		
6. Does it breathe air?	☐	☐		

shark
fly

mouse
beaver

seal
parrot

snake
dog

Name _____

INSTRUCTIONS: The parts of these compound words are mismatched. Separate the word parts and find their true matches based on the examples.

Example:

swimsheet

swim sheet

swimsuit

worksuit

work suit

worksheet

seawater

backstand

honeywreck

eyeweed

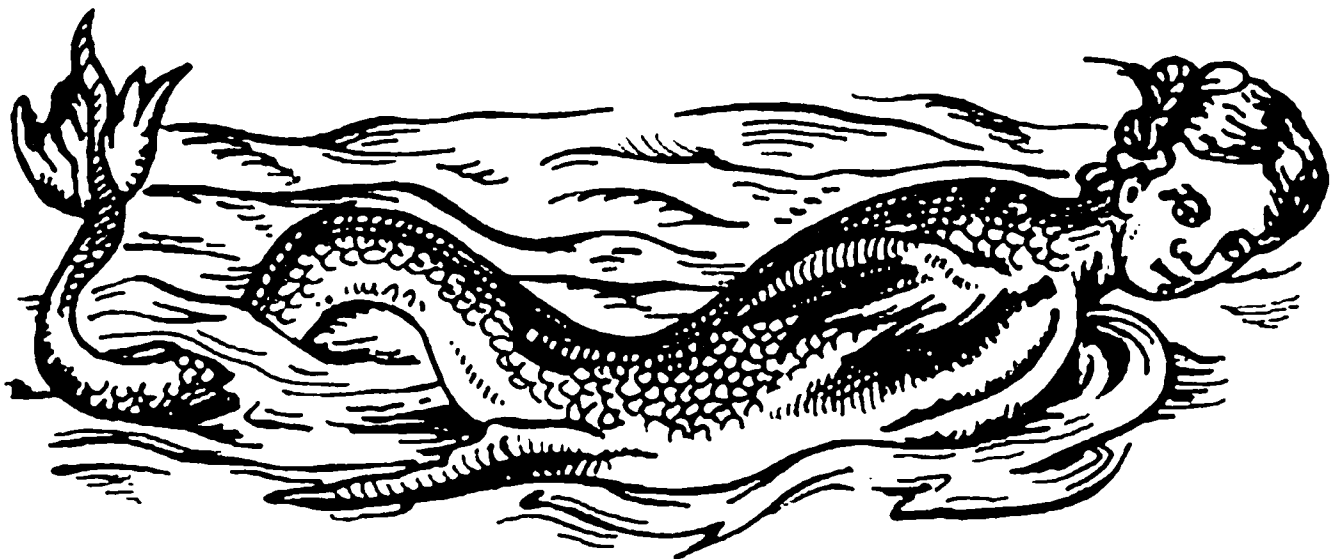
handyard

shipcomb

dollid

nighthouse

undertime



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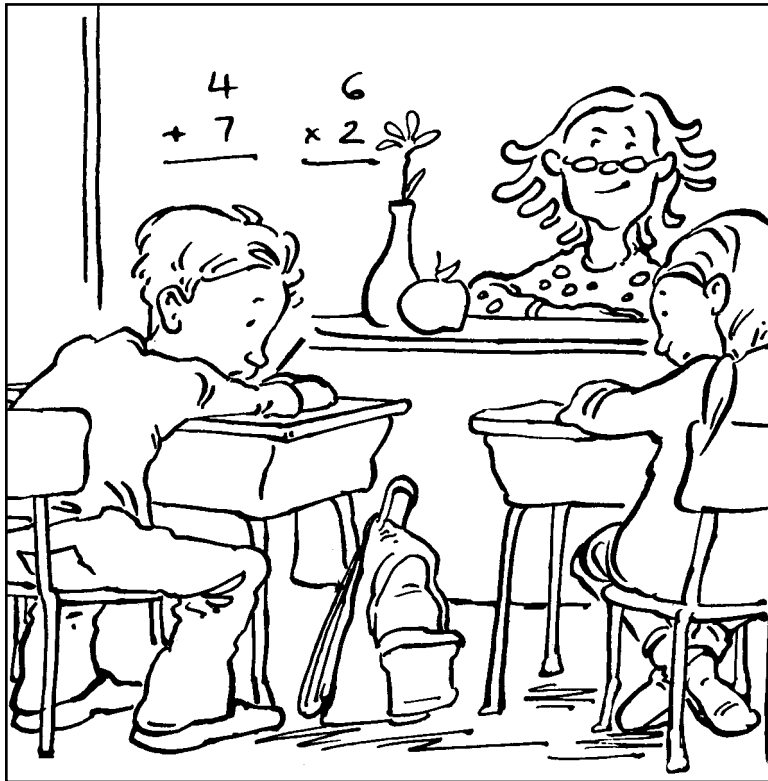
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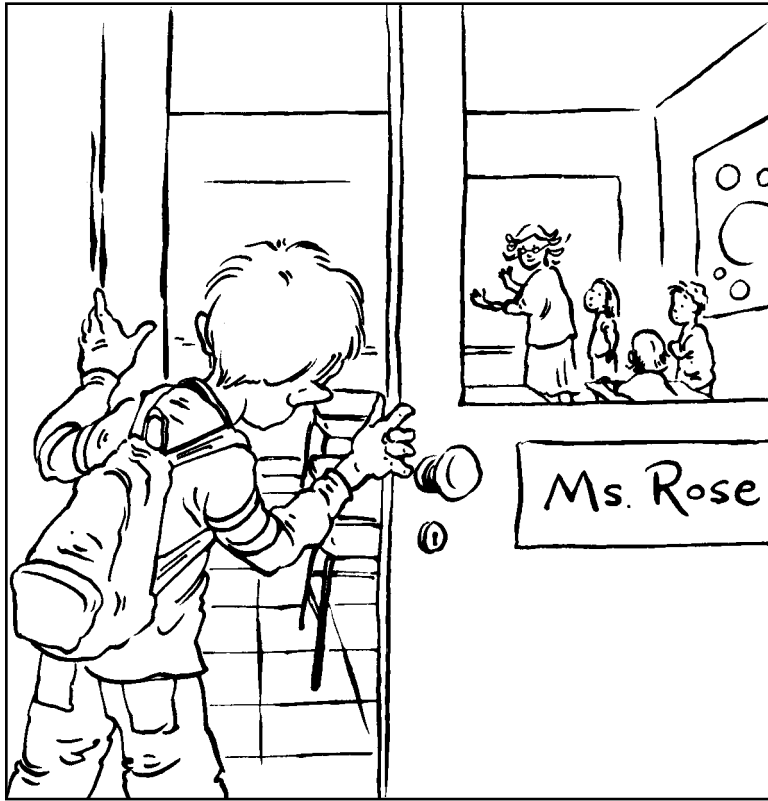
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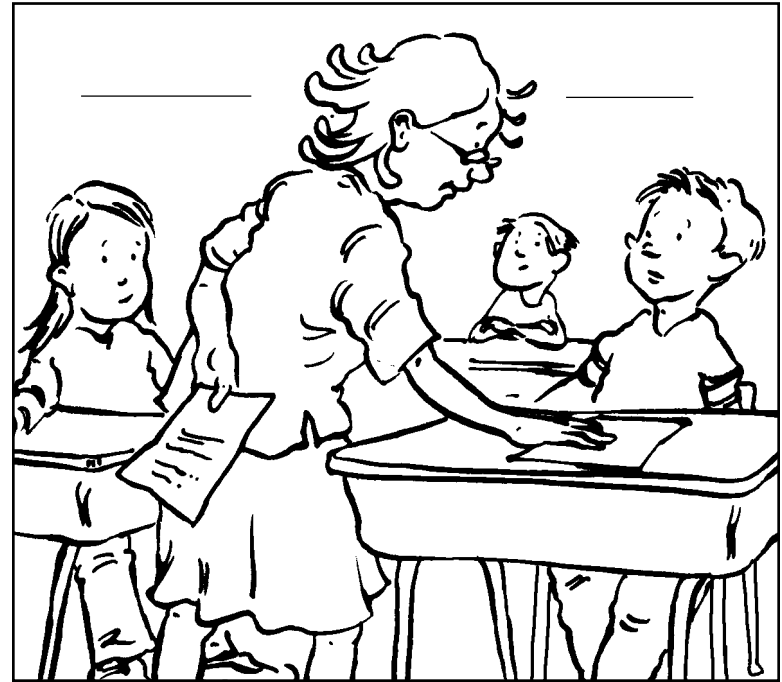
Correlation

LEVEL P	
Fountas & Pinnell	N
Reading Recovery	21
DRA	30



On the first day of school, Ryan found himself in Ms. Rose's fifth grade class. He was kind of nervous because he'd heard Ms. Rose could be a real monster sometimes. But when he saw her, she looked nice enough. She had a pleasant voice and seemed to be glad to see all the kids.

Ms. Rose started with an overview of what they'd be doing during the year. It actually sounded interesting. Then in a lower voice, she warned them she would be giving them homework assignments, which absolutely, positively had to be done. They were not to be handed in late, and they were to be completed fully. No excuses! No extensions! She sounded like she meant business.





That day she assigned the class its first homework. It wasn't anything too difficult. They had to do a sheet of math problems and read a short story. It wasn't due until Thursday, but she suggested they do it immediately that night. "Homework has a way of piling up," she said, her eyes narrowing slightly. But today was only Monday! There was lots of time, Ryan thought.

So when school was over, Ryan and his friends ran off to play baseball. Ryan got home just in time for dinner, and then his favorite TV show came on. His mom asked him if he had any homework. "No, not tonight," he said, because he figured he really didn't for that night. He tossed his homework on his desk.



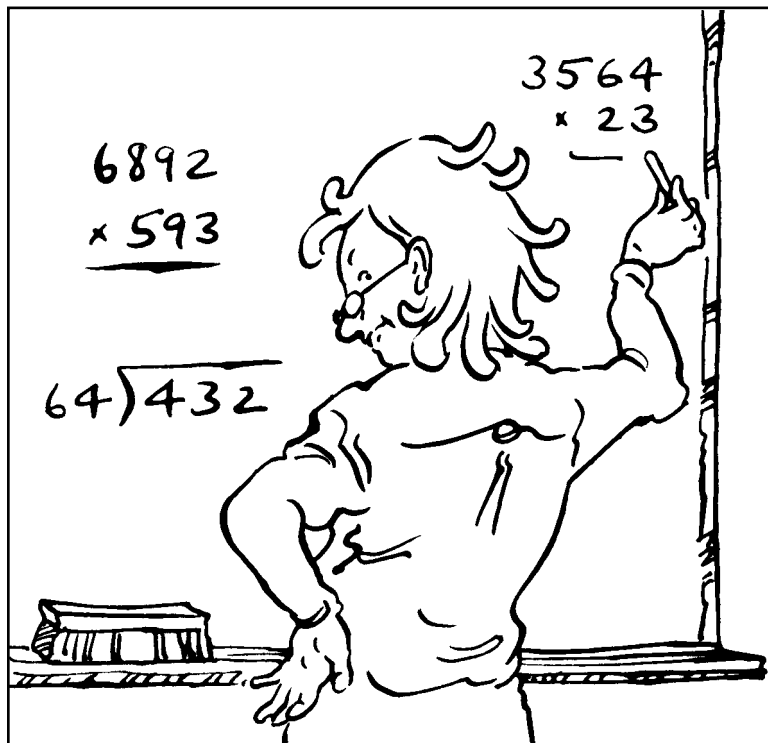


The following morning at school, Ms. Rose asked how many students in the class had finished their homework. No hands went up. She nodded but didn't say anything about it. That night she gave them a little more homework. This time they had to study for a spelling test. The spelling test wasn't until Thursday either, so Ryan didn't bother studying that night. He stacked the spelling list on top of the other papers on his desk.



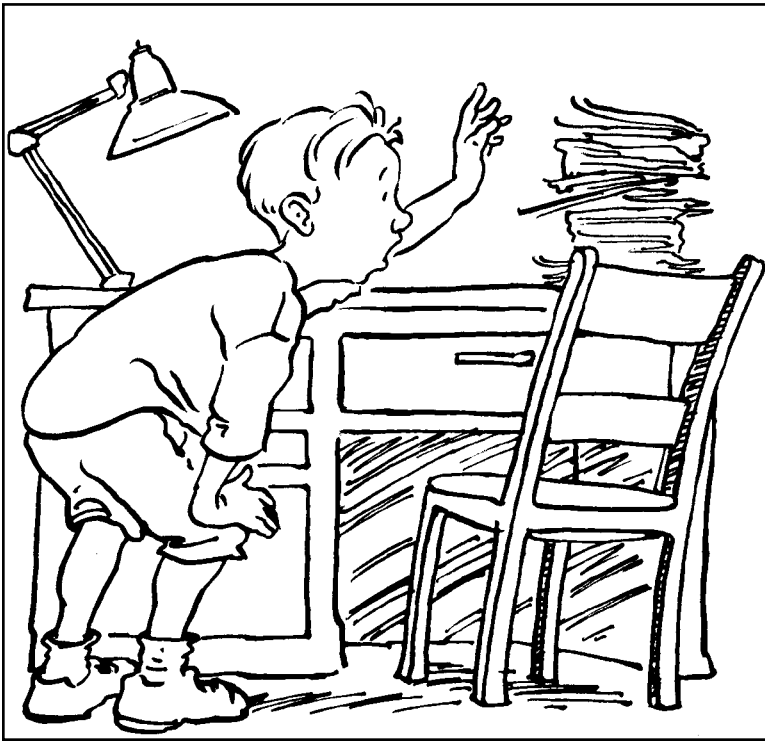
The next morning, while Ryan got dressed for school, he glanced over at his desk. The pile of papers he had left there seemed taller. He shook his head and laughed at himself. That was just silly. Paper couldn't grow!

At school, no one had finished his or her homework yet. A few of the students, like Ryan, hadn't even started. Ms. Rose just smiled and reminded them that their assignments were due on Thursday, and she wouldn't tolerate anyone not having done them. Then she gave them another math homework sheet to finish for Thursday.



When Ryan got home that night, his cousin Donny had come to visit, and they played all afternoon. After dinner, Donny went home and Ryan went up to his room. He suddenly realized that today was Wednesday, and that meant that his homework was due tomorrow. He'd better get started.

He went to his desk and saw the most curious thing. The pile of homework really had grown taller. He was sure of it. It piled up about a foot off his desk. Ms. Rose had warned them that it could pile up, but surely she had been kidding. How could this be possible? Ryan was going to have to work very hard to get through that pile.



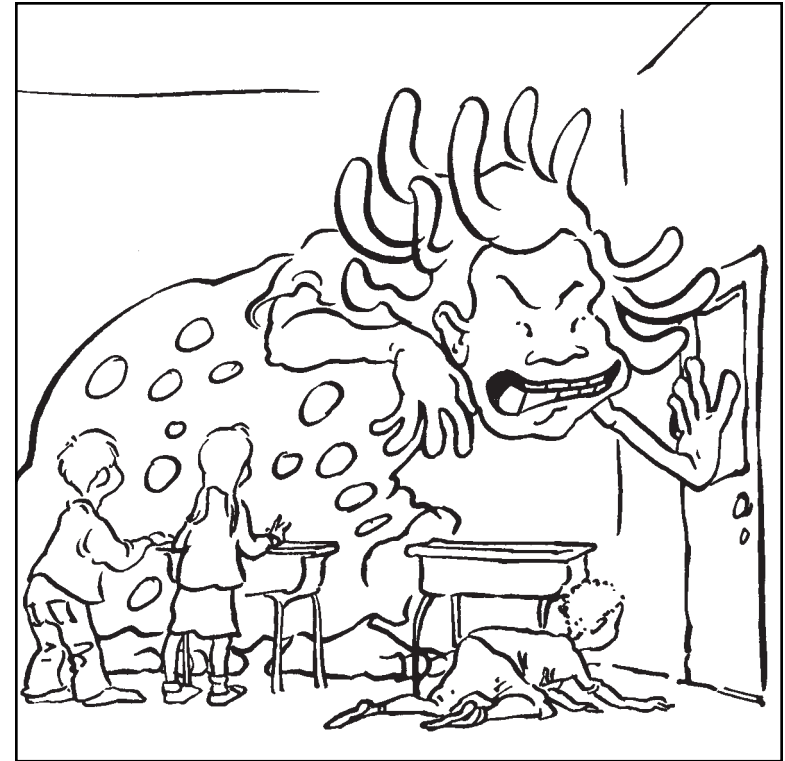
Ryan tried. He really did. But it was just too much. He finished one math sheet, and then realized he had to read a story. But then he remembered the spelling test. Oh no! What was he going to do? The pile on his desk towered even higher now. Soon it would touch the ceiling. He didn't know where to start.

Ryan did a little more here and there, but he kept getting distracted by other work waiting for him. What if he couldn't finish it? What would Ms. Rose do? Finally, he couldn't even locate the homework he'd started with. It was buried in that enormous pile of papers. He gave up and went to bed.



Ryan tossed and turned all night and had bad dreams of paper mountains burying him alive. In the morning, he complained to his mother that his stomach hurt. It wasn't really a lie, because it did hurt every time he looked at his desk. His mom took one look at the work piled up on his desk, felt his forehead, and said, "You're fine. Go to school."

When Ryan got to his classroom, he found he wasn't the only one with mysterious growing homework. His friends said that the same thing had happened to them. Ms. Rose was waiting for them. She asked them one by one for their homework, and one by one they had to whisper that it wasn't finished yet. Ms. Rose stared intently at each kid. Then she glared at them as a group. Then, as they watched her, she started to transform.



Her smile crept into a sneer and her eyes narrowed. Her face darkened with rage. Her hands clenched and her fingers curled like talons. She swept across the classroom and locked the door. Then she whipped around to face the students, who were cowering at their desks. She howled at them in a horrible, crackling voice, "I'm going

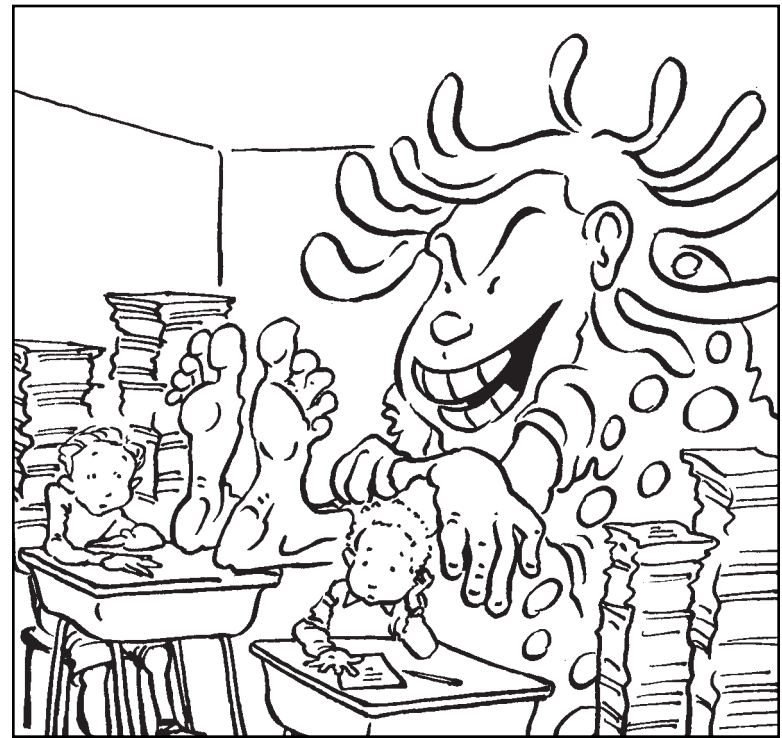
to give each of you another copy of all the homework you didn't complete this week. Nobody leaves this room until everyone is finished!"

Then she laughed a horrible cackle and started handing out their assignments. She threw papers and books until each student had a pile on his or her desk that soared up to the ceiling.

"Now, get to work!" she shrieked.



They worked and worked as hard as they could. When the recess bell rang, some students started to get up, but she hissed at them to sit back down. So they missed morning recess. Then they missed lunch. Then afternoon recess. When the final bell rang, they were desperate to go home. But no! She refused to unlock the door.



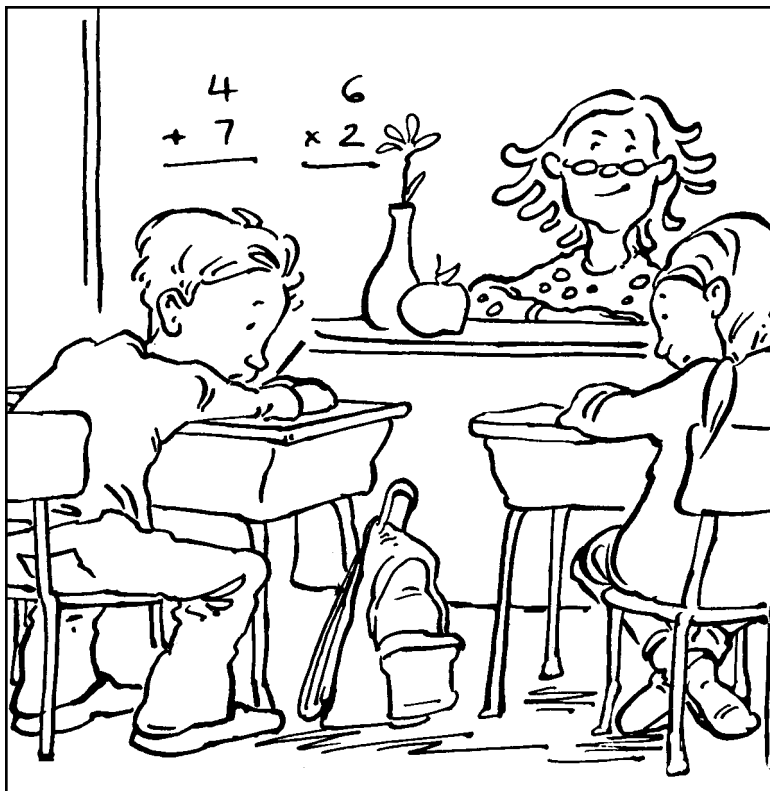


Some of the kids started to complain, and the monster screamed, "I said, nobody leaves this room until everyone is finished!"

So they stayed and they worked. The monster guarded them every minute, so there was no escape. Night fell and they were all exhausted, but the monster still wouldn't let them leave. They labored all night and all the next day. Everyone kept working and finally, after being locked up for two days and a night, they finished.

The lunch bell rang, and the monster unlocked the door and let the kids out of the classroom. They were so glad to get out! But after lunch they had to go back to the classroom. They all tiptoed in, afraid of what the monster might force them to do next. But when they arrived in the classroom, they were astonished. Ms. Rose was sitting at her desk, looking like her happy, smiling self.





Ms. Rose taught them their lessons as normal for the rest of the day. Before the final bell rang, she assigned some homework.

"I hope you'll do your homework right away instead of letting it pile up this time," she said, a faint monstrous glimmer in her eyes.



"Oh yes," they all promised. "As soon as we get home."

From then on, Ryan did his homework when it was assigned, and you know what? It didn't grow and pile up, and it didn't take long to do. He never saw Ms. Rose turn into the monster again.

Name _____

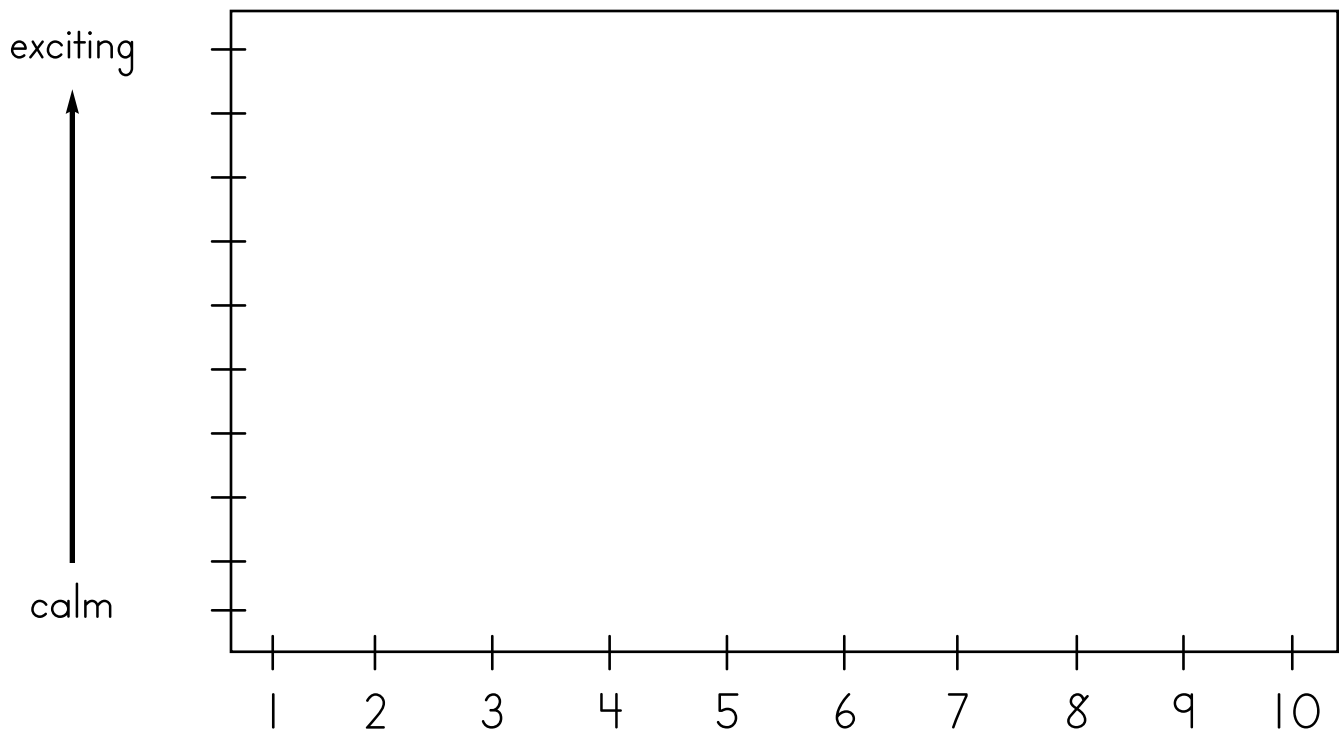
INSTRUCTIONS: List the main events of the story in order. For each event, rate the excitement level on the graph by drawing a small circle on the grid.

List of Events

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

THE HOMEWORK LESSON • LEVEL P • 1

Excitement Graph



SKILL: COMPREHENSION

Name _____

INSTRUCTIONS: Circle the correct spelling for the word in parentheses.

1. The whale swam into the (bai, bay).
2. Our cat has a long orange (tayl, tail).
3. Can you (explain, explayn) the math problem?
4. We used (clai, clay) to make bowls.
5. He will (paint, paynt) the house green.
6. The (stray, strai) dog we found is black.
7. I like (plain, playn) vanilla ice cream.
8. My grandfather and I (play, plai) checkers.
9. What (day, dai) is tomorrow?
10. When I go fishing, I put some (bayt, bait) on the hook.

The *ai* and *ay* words above follow a pattern for proper usage.
Identify the pattern, and explain it in complete sentences.

Daniel Boone

A Reading A-Z Level P Leveled Reader

Word Count: 1,278



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DANIEL BOONE

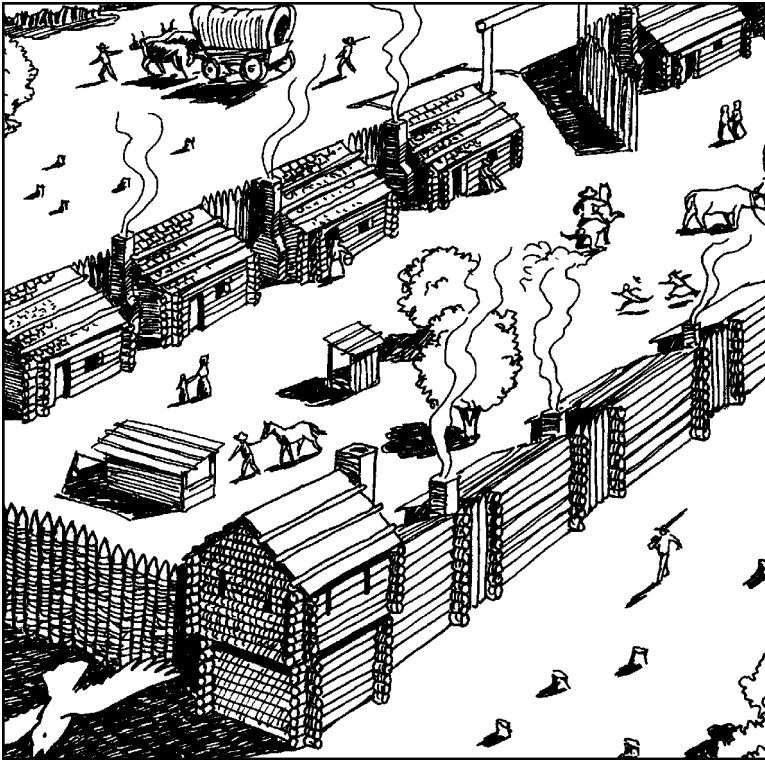


Adapted by Katherine Follett
Illustrated by John Kastner

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DANIEL BOONE

This book was adapted for Reading A-Z by
Katherine Follett from an original story written
by Harriet G. Reiter in 1906.



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Daniel Boone
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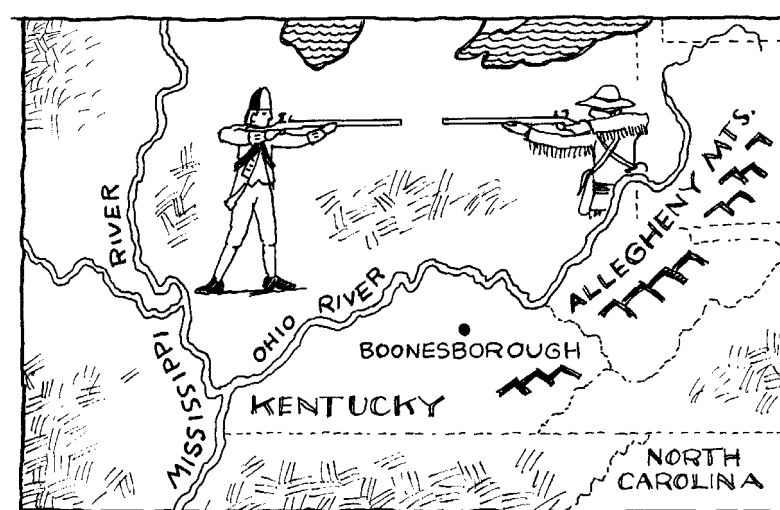
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Correlation

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Introduction

When Daniel Boone was born in 1734, parts of what is now the United States still belonged to the British. He was born in Pennsylvania. At that time, Pennsylvania was as far west as most Europeans had ever been. The Americans and the British still fought over the wild land between the Allegheny Mountains in Pennsylvania and the Mississippi River. Daniel Boone brought American settlers into those lands for the first time.

The Adventurous Boy

As a boy, Daniel Boone rarely went to school. He loved the trees and wild animals of the forest. He spent all his days in the woods, listening for the calls of birds and the footsteps of animals. He became an extremely skilled hunter. Though he was tall and sturdy, he learned to walk silently. One day he decided he would live in the woods he loved. He got his rifle, whistled to his faithful dog, and disappeared into the gloomy forest.



His parents were not worried at first. Daniel often camped overnight. But by the third night, they decided to gather a search party. The forest rang with their shouts, but nobody had any luck. Daniel hadn't left a trace.

Finally, someone spotted a tiny stream of smoke. The party found a simple cabin made of sticks, bark, and moss. Sitting by the fire was Daniel himself.



He was surprised that so many people were worried about him. He apologized, picked up his things, and followed the party home. This was the first of many times Daniel Boone disappeared into the forest, leaving his family to worry.



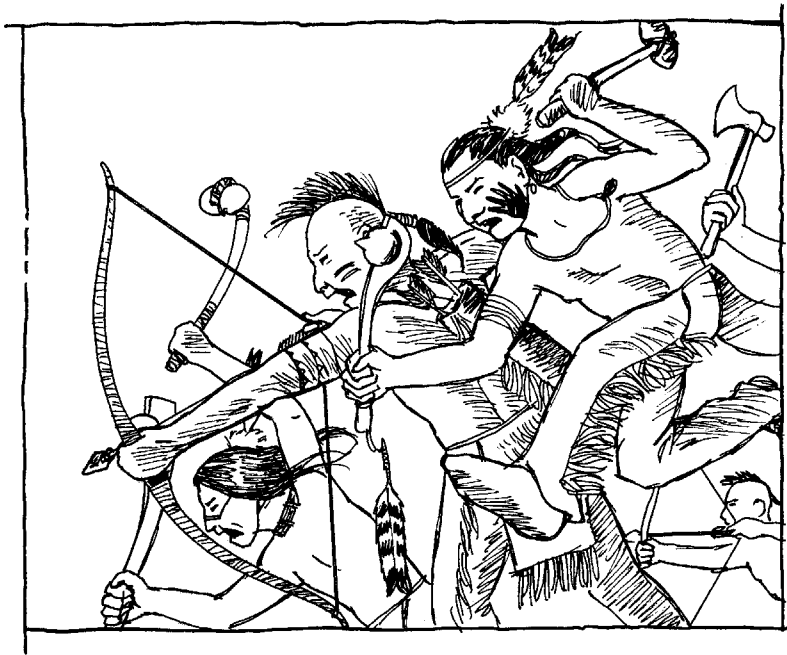
The Quiet Life

Daniel's family moved to North Carolina when he was a young man. There he met and married his wife. Soon they had children. He had to work on his farm to support his family. He had to live near town so they could buy **goods**. He didn't have many chances to go hunting in the woods he loved.

But one day, a friend of Daniel's returned from a hunting trip. He had been to Kentucky, which was part of the wild land being fought over. Daniel listened longingly to stories of forests stretching to the horizon and **teeming** with wildlife. From that day, Daniel vowed he would live in Kentucky.

Daniel went camping in Kentucky with his brother. He had never seen such a beautiful land in his life. The brothers returned to North Carolina, but only long enough to gather their families and friends. They set out for Kentucky with nearly eighty people. The trip took almost two months, and it was dangerous. Daniel Boone and his party were not the only people who wanted to live in Kentucky.

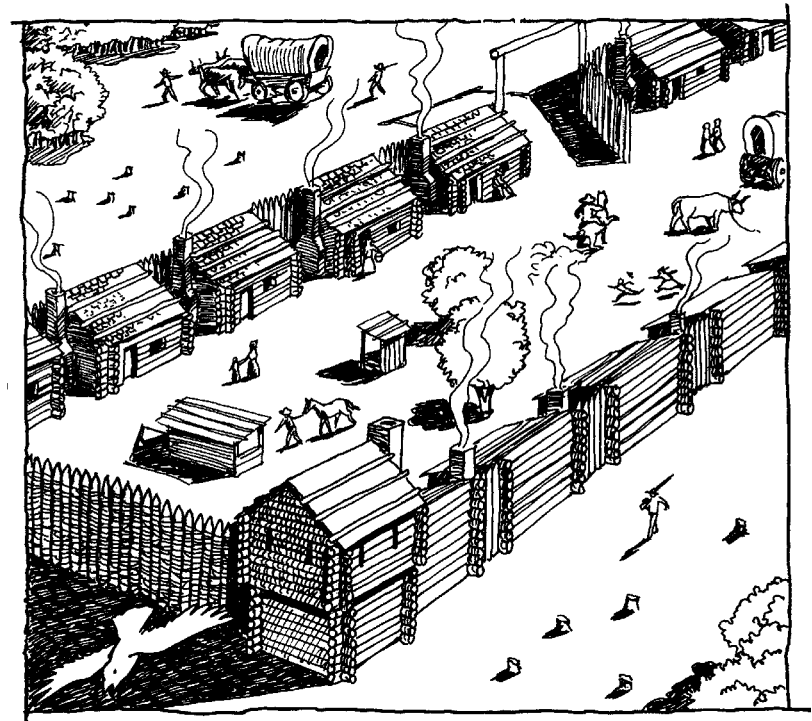




The Troubled Settlement

Native Americans had lived in Kentucky for thousands of years. Wherever pioneers settled, they took land away from the Native Americans. There was constant war. Daniel Boone's trip was no different. When the Native Americans saw Daniel's party with their wagons, cows, and horses, they attacked. After the battle, Daniel **mourned** to find that his oldest son had been killed.

The party finally arrived near the Kentucky River, where they built a fort. They built tough log houses in a tight square, all facing inward. They extended the back walls of the houses into high log fences. The fences formed a solid wall around the settlement. But still the Native Americans fought for their land. This was not the pleasant outdoor life Daniel Boone had imagined.





The Capture

Eventually, the fort ran out of salt. Salt was essential in those days. Before refrigerators, the only way to preserve food was to **cure** it with salt, the way we do with jerky. There was a salt-water spring a few days' journey from the fort. Boiling its water made salt.

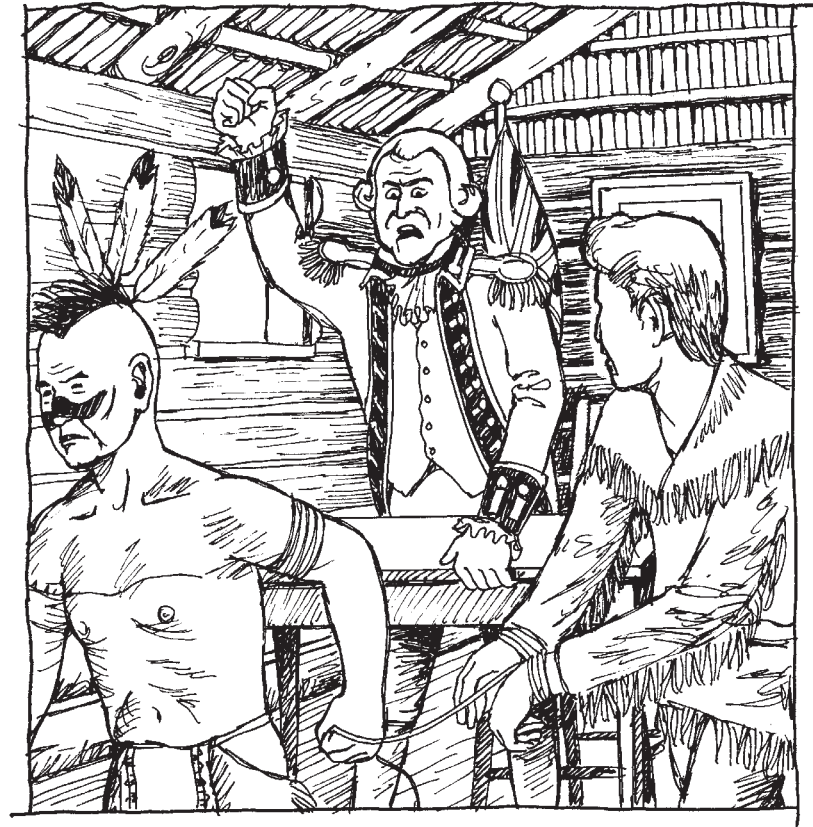
Daniel took several men and set out toward the spring. Once there, they were suddenly surrounded by a large group of Native American warriors. Daniel Boone had become famous for defending his fort. The warriors were thrilled to capture him.



The warriors took Boone and his companions all the way to Chillicothe, Ohio. The trip on foot was long and difficult. Along the way, the Native Americans became impressed with Daniel's skill in the forest. This skill was rare in a European. Such a man was very valuable.

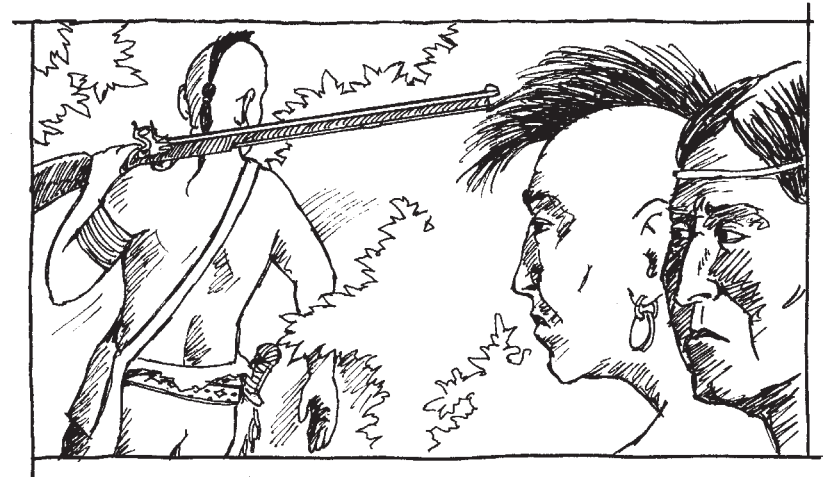


Eventually they took Boone and his men to Detroit. The city was then a small **outpost** owned by the British. Both the British and the Native Americans were fighting the American settlers. The two groups had become uneasy friends. The Native Americans thought they would get quite a reward if they turned the Americans over to the British. But when the warriors arrived in Detroit, they realized that they did not want to give up Daniel Boone.



The leader of the British was outraged. He had heard of Daniel Boone's bravery and skill. He wanted to take Daniel prisoner very badly. But the Native Americans refused to hand him over. The rest of the men stayed with the British. Daniel Boone was taken back to Ohio.

The Native Americans held a ceremony to adopt Daniel Boone into their tribe. They shaved his hair very short. They dressed him in feathers and ribbons. They took him to the river and **purified** him with water. The chief gave him the honor of joining the tribe. The ceremony finished with a wonderful feast.



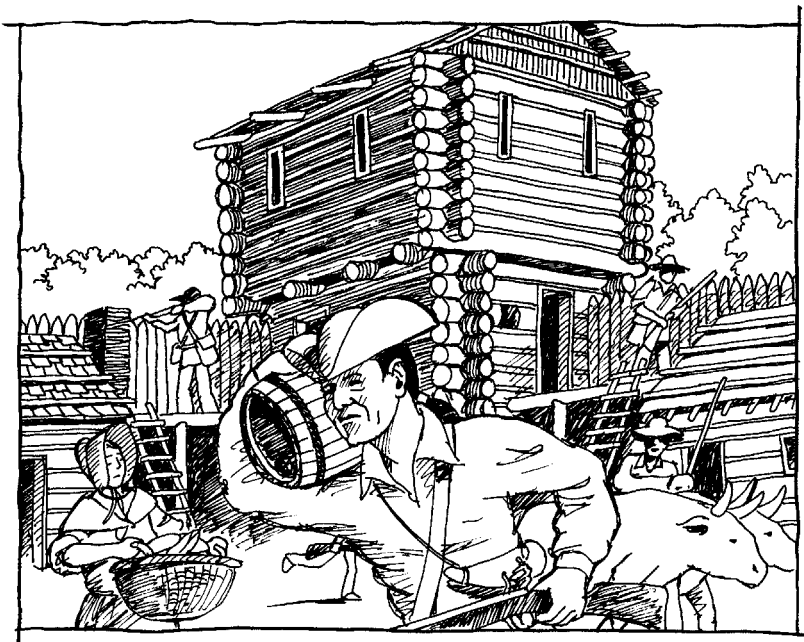
Escape

Even if Daniel Boone appreciated the Native Americans' welcome, he missed his family and wanted to go home. The Native Americans respected Daniel, but they did not fully trust him. They didn't want him leaving and becoming their enemy again. They watched him carefully all the time. They let him go hunting, since they were very far from Daniel's home, but they only gave him a few bullets. For every bullet missing, Daniel had to bring back an animal to prove he wasn't keeping **ammunition**.

One day, Daniel went with a group back to the salt springs where he had been captured. He knew this was his best chance to get away. But the Native Americans watched him closely as they boiled the salt water. Unfortunately, it was not just salt they were after. Now that Daniel Boone was theirs, they were **scouting** to make an attack on his fort.



Daniel managed to slip away. As soon as he was out of sight of the camp, he began to run. Daniel ran all the way back to the fort. He only stopped for one meal. The trip took five days. When he returned, his friends welcomed him as though he had returned from the dead. But sadly, Daniel's family had given him up for dead and moved back to North Carolina.



Saving the Fort

Even though he missed his family, Daniel knew he had to help defend the fort. He immediately made plans to prepare against the attack. When the battle began, the fort was fully stocked with ammunition and supplies. The Native Americans were defeated after eight days. The fort, named Boonesborough after Daniel himself, was never attacked again.



Daniel wanted to see his family more than anything. He returned to North Carolina, and they had a joyous reunion. After his long ordeal, Daniel stayed home with his family. He farmed quietly for several years.

But nothing could keep Daniel Boone away from the forest, not even old age. He heard rumors of land even farther west that had not been touched by European settlement. His eyes lit up when he thought of the wilderness of Missouri. Again, he convinced his family to move. They settled about fifty miles west of what is now St. Louis. He lived there for the rest of his days, often going into the woods simply to breathe the pure air.



Glossary

ammunition	anything fired from a gun; bullets, missiles, cannonballs, etc. (p. 16)
cure	to prepare food by drying, salting, or pickling it so that it will not spoil (p. 11)
goods	things that are manufactured and bought (p. 7)
mourned	to grieve or feel sad, especially for someone who has died (p. 9)
outpost	a small settlement far away from any other settlements; usually a military settlement or fort used to defend a frontier (p. 13)
purified	cleansed; all dirt and bad things removed (p. 15)
scouting	exploring and planning an attack before the main group of soldiers arrives (p. 17)
teeming	filled with; swarming (p. 7)

Name _____

INSTRUCTIONS: For each chapter in *Daniel Boone*, list the main idea and the details in the boxes below.

Introduction	
Main Idea:	Details:
The Adventurous Boy	
Main Idea:	Details:
The Quiet Life	
Main Idea:	Details:
The Troubled Settlement	
Main Idea:	Details:
The Capture	
Main Idea:	Details:
Escape	
Main Idea:	Details:
Saving the Fort	
Main Idea:	Details:

Name _____

INSTRUCTIONS: Write the correct word in each blank.

dis– not, or opposite	re– again	un– not, or opposite
-----------------------	-----------	----------------------

1. I had to _____ the letter before I sent it.
(write again)

2. It is very _____ to sleep on the ground.
(not comfortable)

3. It is _____ to lie about breaking the rules.
(opposite of honest)

4. Please _____ your work before you turn it in.
(view again)

5. Daniel was _____ his family had left the fort.
(not happy)

6. Many people feel it was _____ to take land away
from the Native Americans. (not fair)

7. Daniel would often _____ into the forest.
(opposite of appear)

8. When he _____ he found his family had left.
(turned again)

Seals, Sea Lions, and Walruses

A Reading A-Z Level P Leveled Reader

Word Count: 904

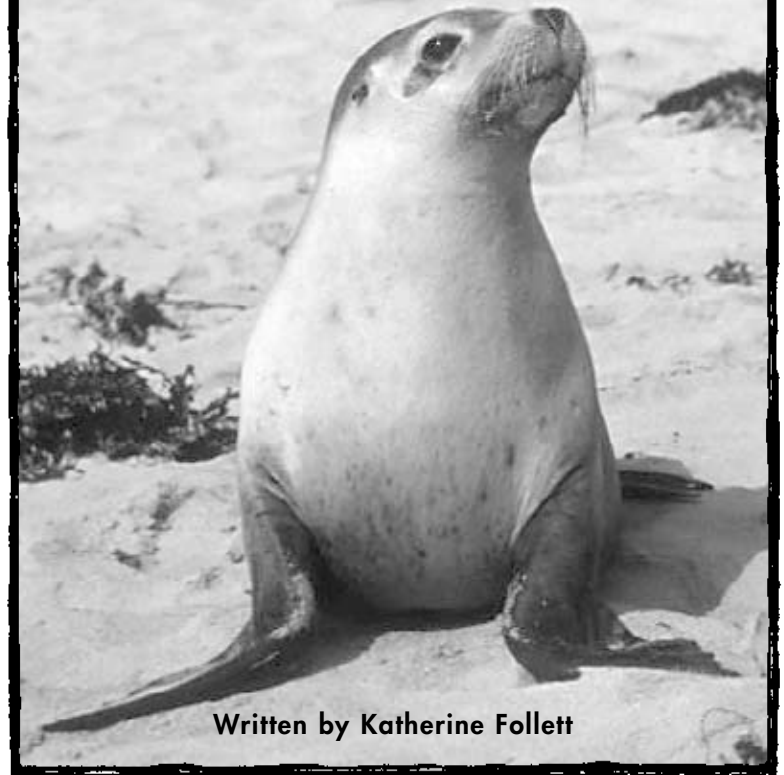


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SEALS, SEA LIONS, AND WALRUSES



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Map and chart by Craig Frederick

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A pinniped's eyes and nose are near the top of its head.

~~~~~Meet the Pinnipeds~~~~~

You are sitting on a rock by the seashore. Suddenly, a pair of curious eyes peeks up from the water. As quickly as it came, the animal disappears. You are very lucky—you have seen a seal. Seals, along with sea lions and walruses, belong to a group of animals called **pinnipeds**.

Pinnipeds are **marine**, or ocean, mammals. Mammals are animals that breathe air, have fur, and have live babies that drink their mothers' milk. Pinnipeds include seals, sea lions, and walruses. Their name comes from a Greek word meaning "fin-footed." Pinnipeds have flippers instead of feet. Pinnipeds are **predators**, which means they eat other animals.



Seal



Sea lion



Walrus



Sea lions are quick, graceful swimmers.

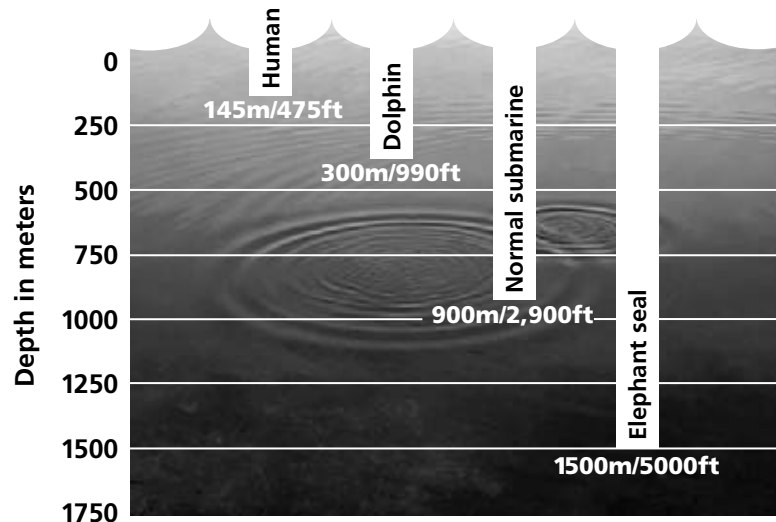
~~~~~ Life in the Ocean ~~~~~

Pinnipeds spend most of their lives in the ocean. They have flippers and long, torpedo-shaped bodies to help them swim. These features make pinnipeds graceful in the water, but awkward on land.

When a pinniped goes underwater, its nose and throat shut automatically. Some seals can hold their breath for over an hour. Elephant seals can hold it for two!

Most pinnipeds eat fish, squid, octopus, and shellfish such as shrimp and clams. Pinnipeds must dive deep to find these animals. The Southern elephant seal can dive over 1,500 meters (5,000 ft.)! That is deeper than any other mammal can go.

Pinnipeds have large eyes that can see in deep, dark water. They have good ears to hear their **prey** swimming around. They also have sensitive whiskers that can feel an animal swimming by or moving around on the ocean floor.



The elephant seal is a champion diver.



Some seals spend their whole lives in and around icy water.

~~~~~ Keeping Warm ~~~~~

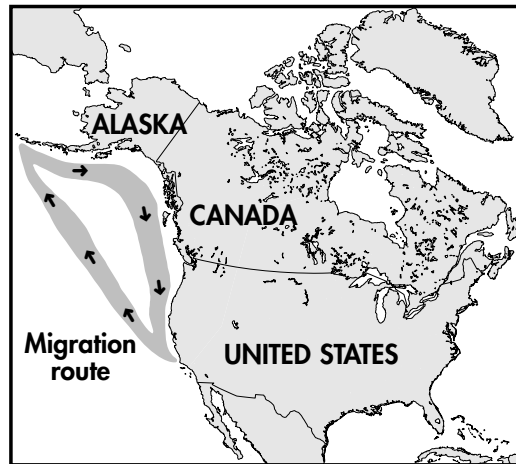
Most pinnipeds live in cold oceans near the north and south poles. How do pinnipeds keep warm? Many pinnipeds have dense fur with smooth hairs on the top and thick, fluffy hairs on the bottom. The fluffy hairs are waterproof. Pinnipeds also have a layer of fat called **blubber** that keeps heat inside their bodies. Some pinnipeds have blubber 10 centimeters (4 in.) thick.



The Hawaiian monk seal is a warm-water pinniped.

Some pinnipeds do not stay in cold areas for the whole year. They **migrate**, or move, to warmer water during the winter. Other pinnipeds live in warm areas year round. Warm-water pinnipeds sometimes have trouble keeping cool under their fur and blubber.

Elephant seals migrate from Alaska to California.



~~~~~ Coming to Shore ~~~~~

Pinnipeds come to shore, or **haul out**, to shed their fur, or **molt**, and to have babies. Some pinnipeds haul out in large groups, while others come to shore one at a time.

A pinniped mother has only one baby at a time. The baby, called a pup, can move around and swim as soon as it is born. But it does not have blubber, and it can't keep warm in water. It usually stays on land. A baby pinniped drinks its mother's milk for the first few days or weeks of its life. Pinniped milk has lots of fat—it is more like butter than milk. This helps the pup quickly grow a layer of blubber.



Pups can gain 2.5 kilograms (5.5 lbs) a day.

Sea Lions

Sea lions get their name because some of them have manes and roar like lions. This fur seal looks like a lion. It is called a “seal,” but it belongs in the same group as sea lions.



A fur seal

Seals and sea lions look a lot alike. The easiest way to tell them apart is to look for ears. Only sea lions have ears that stick out. Most “trained seals” at ocean parks and aquariums are actually sea lions.



A sea lion

Sea lions swim by moving their long necks and long front flippers. They use their back flippers only to steer.

Sea lions can also use their flippers to lift their bodies and “walk” on land.



Seals have rounded bodies and no visible ears.

Seals

Seals have smaller necks and front flippers than sea lions. They swim by moving their back flippers and hind ends. Seals cannot “walk” on their flippers. Instead, they drag themselves along the ground or crawl like caterpillars.

The biggest pinnipeds in the world are elephant seals. Elephant seals get their name because of their huge size and long noses.

Leopard seals are fierce predators. They have big mouths and sharp teeth. They often feed on birds such as penguins. They also attack other seals. Ribbon seals have black fur with white bands. Ringed seals have small, ring-shaped markings.



An elephant seal shows off its trunk-like nose.



Walruses don't use their tusks to dig up food. They use their lips and whiskers.

Do You Know?

Have you ever tried to open a clamshell with your hands? It is almost impossible to do. Walruses have very powerful mouths. They can suck a clam right out of its shell. Slurp!

Walruses

Walruses are the only pinnipeds with tusks. They use their tusks to show off to other walruses. They also use them to pull themselves up onto land. Some walruses hook their tusks onto floating ice. Then they relax and sleep.

Walruses have very little fur. Their thick skin and blubber keep them warm. When a walrus goes into cold water, its skin turns pale. This is because all of its blood moves to the inside its body. When the walrus is warm, its blood moves to the surface again. The walrus turns pink. Walruses like to haul out together in big heaps.



A big group of walruses can make a whole beach look pink.



Today, humans can approach seal pups but not hunt them.

~~~~~ People and Pinnipeds ~~~~~

People have always hunted pinnipeds. When humans invented large ships and guns, they could hunt and kill many more pinnipeds. Soon, many pinnipeds began dying out. Humans used their fur and skin to make clothing. They ate their meat and burned their blubber as fuel. Only the native people of the far north still hunt pinnipeds. They hunt only what they need to survive.

People around the world worried about pinnipeds. Countries began making laws against hunting them. Many pinnipeds have begun to come back. But some are still in danger. Pinnipeds become caught in fishing nets. Others get sick because of pollution. Pinnipeds have very few predators, besides humans. It is up to us to decide what their future will be.



Sailors, hunters, and the Inuit carved walrus tusks into art called scrimshaw. Today, only the Inuit can hunt walruses.

Glossary

blubber	fat that lies under the skin and keeps an animal warm (p. 8)
haul out	when a pinniped comes to shore (p. 10)
marine	living in the ocean (p. 5)
migrate	move to and from a place (p. 9)
molt	to shed an old fur coat and grow a new one (p. 10)
pinnipeds	a group of marine mammals with flippers instead of feet; seals, sea lions and walruses (p. 4)
predators	animals that hunt and eat other animals (p. 5)
prey	the animals that a predator hunts and eats (p. 7)

Name _____

INSTRUCTIONS: Use the book to tell whether each feature in the box applies to all pinnipeds, or just to seals, sea lions, or walruses. List each feature under the correct column.

thick fur	blubber	flippers
ears	tusks	whiskers
can hold their breath underwater		deep divers
eat fish, squid, shrimp, and shellfish		manes

All Pinnipeds	Seals	Sea Lions	Walruses

Name _____

INSTRUCTIONS: Choose a pronoun to take the place of the words that are underlined. Then rewrite the sentence with the pronoun.

1. Seals do not have ears that can be seen. (They, Them)

2. Pinnipeds eat fish, squid, octopus, and shellfish. (they, them)

3. Blubber is a layer of fat that keeps pinnipeds warm. (They, It)

4. A pup does not have blubber. (They, It)

5. Sea lions have ears that stick out. (They, Them)

6. Leopard seals feed on birds and seals. (them, it)

7. An elephant seal has a long nose. (They, It)

8. Many countries have made laws to protect pinnipeds. (They, Them)

Name _____

INSTRUCTIONS: Choose one or more adjectives from the word box to complete each sentence. Some adjectives may work in more than one sentence. Remember to separate lists of adjectives with commas.

curious

long

awkward

large

deep

marine

cold

warm

thick

smooth

small

fierce

1. Pinnipeds have _____ skin.
2. Walruses haul out in _____ groups.
3. Seals are _____ divers.
4. Sea lions are _____ predators.
5. Pinnipeds are _____ animals.
6. Seals and sea lions have _____ fur.
7. Some pinnipeds live in _____ oceans.
8. Only sea lions have _____ ears.



A Golden Tragedy

A Reading A-Z Level P Leveled Reader

Word Count: 795



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A Golden Tragedy



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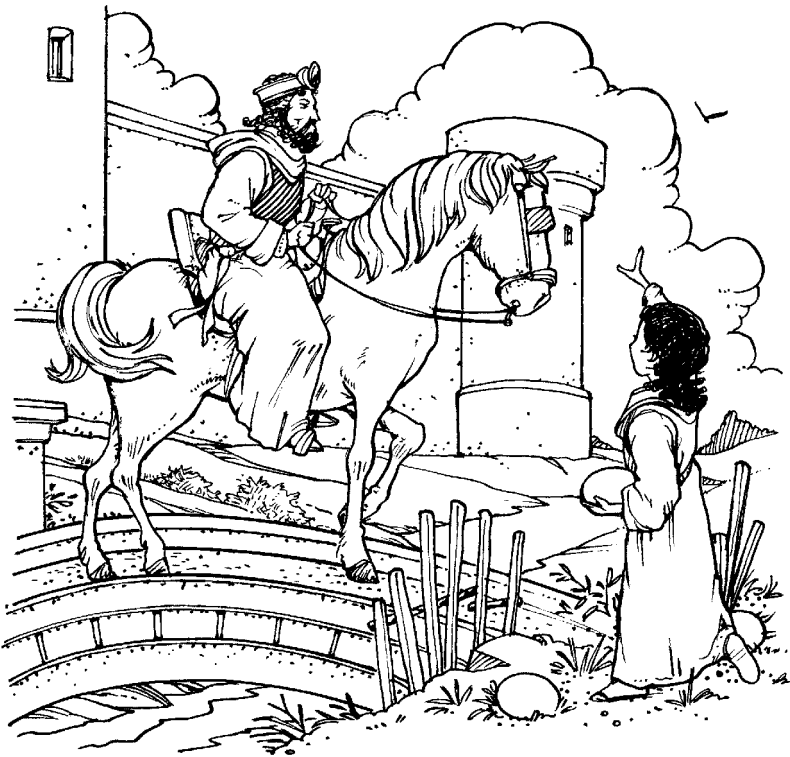
Long, long ago in a far-off land, there lived a very **wealthy** and kind king. King Midas had everything anyone could hope for. He had immense wealth, a peaceful kingdom, and a beautiful daughter, whom he loved dearly. Yet despite his good fortune, the king had one weakness. He wanted more. Most of all, he wanted to please his devoted daughter Penelope.



Penelope cared for the plumpest, most beautiful birds in all the land. She left little doubt that she liked feathered creatures such as chickens, turkeys, ducks, and geese best of all the animals on earth. Their feathers **glistened** in the bright sunshine and the cluckers, gobblers, quackers, and honkers clucked, gobbled, quacked, and honked musical notes with golden tones.

Every day but Tuesday, each bird laid three eggs that seemed bigger than melons. But that was not good enough for Penelope. She wanted her fowl to lay golden eggs, too.

Since the king never wanted to disappoint his daughter, he set off to visit a wise wizard to **enlist** his help.



King Midas asked the wizard for one wish. "And what is your wish?" the wizard asked.

Without thinking of the consequences, which was his usual way, King Midas stated, "I would like the power to turn anything I touch into gold."

The wizard, **bewildered** by the request, said, "But you are already the wealthiest man in any kingdom. What could you possibly do with more gold?"

King Midas simply said, "It is more important that I keep my daughter happy."

"Someday you will regret this," the wizard warned before casting the spell.

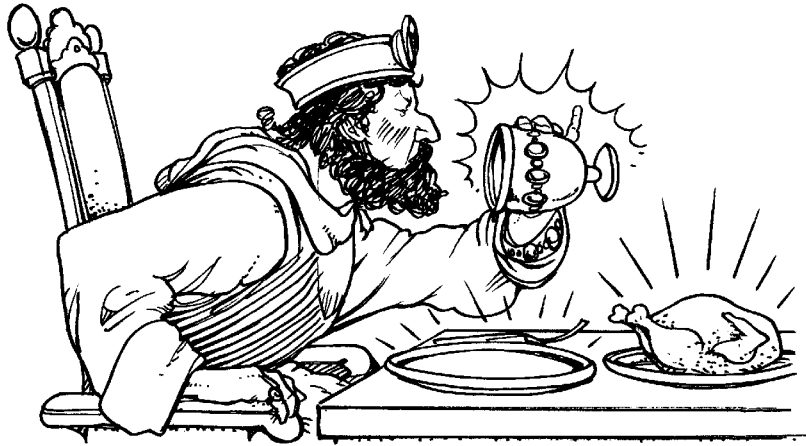
The king fixed his thoughts on delighting his daughter. He didn't even bother to inquire why the wizard thought he would later regret his wish.

This would prove to be a **tragic** mistake.



The king traveled the road back to the palace, testing his new power. His path became littered with golden rocks and bordered by glistening flowers and trees with leaves of gold. The King saw only the golden hue of everything around him. He failed to notice that his kingdom turned stiff and still in his **wake**.





Excited, he entered the palace and ordered the chef to prepare a feast. From there he walked to the royal barnyard. He went from nest to nest turning each egg to gold.

The royal dinner bell rang calling the king to his feast. He sat down and instantly his chair became a golden throne. When he picked up his fork, it too turned to gold, along with his bite of roasted **pheasant**. He picked up his goblet and—presto!—it changed from silver to gold. As the liquid inside touched his lips it became solid gold.



"What is this!" exclaimed the king.
"What have I done? Whatever shall I drink or eat?"

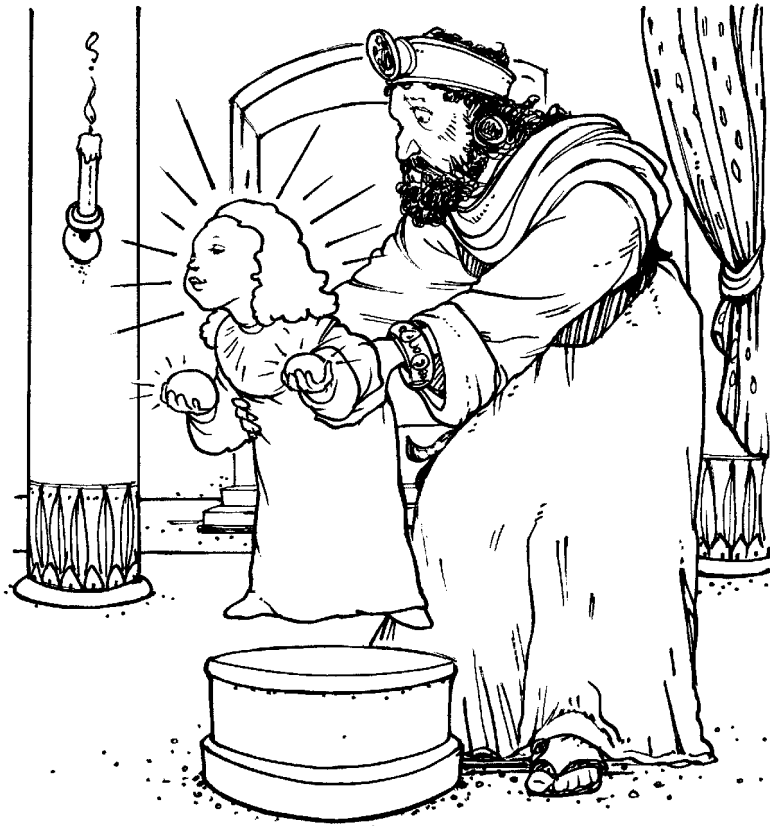
Just then Penelope came running into the room, dancing about in great excitement.

"Father, Father," she shouted with glee.
"Look what I found in the barnyard nests! Golden eggs!"

She threw her arms around her father's neck and gave him a huge hug.

As one might expect, a tragedy occurred. Penelope froze in her loving **embrace**, stiff as a statue.

“Oh my, what have I done,” King Midas cried. “My daughter will never speak loving words to me again. She will never wrap her soft arms around me. Whatever will I do?”



King Midas worked himself into a **frenzied** panic. He paced in circles. He **dithered** and **fretted**. Then it struck him. He had to return to the wizard and ask for another wish.

Hurriedly the king mounted his horse, but before it took two steps it hardened into gold. The troubled king marched double-time to the wizard's cottage on the edge of his kingdom.

When he arrived, he rushed to the door and rapped **furiously**.

"Let me in, let me in," his voice quivered and quaked.

The wizard magically opened his now golden door, and King Midas bolted in.

"You must grant me another wish," the King demanded. "I have made a terrible mistake. Please," he begged, "turn all that I have touched back to what it was."



"The only way I can do that is to take away ALL the gold and glitter that surrounds you," warned the wizard. "Even that which you had before this greedy golden touch overtook you. Only then can the spell be reversed. Do you understand?"

"Do what you must, but do it quickly," urged the king wildly.

With a flick of his wrist, the wizard removed the power that had become the King's curse.

King Midas's clothes became drab and common. His palace shrank into a **humble** house. The King lost all that made him wealthy, but gained something far more **precious**—his daughter. He learned that there was much more to life than glitter and gold.



Glossary

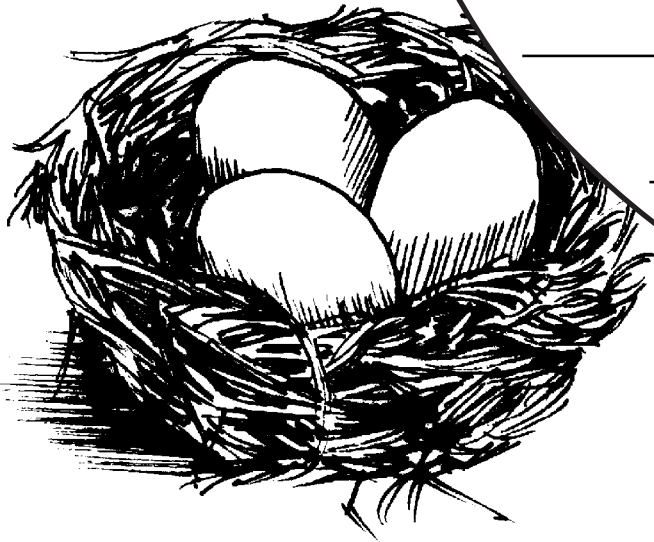
bewildered	uncertain, confused (p. 6)
dithered	nervously excited (p. 12)
embrace	to clasp in the arms (p. 11)
enlist	to gain the help of (p. 5)
frenzied	very excited and upset (p. 12)
fretted	to be worried (p. 12)
furiously	very angrily (p. 13)
glistened	shining with a soft light (p. 4)
humble	not expensive, not bold (p. 15)
pheasant	large game bird with long tail that is related to the chicken (p. 9)
precious	very valuable, greatly loved (p. 15)
tragic	very unfortunate, relating to tragedy (p. 6)
wake	the track or mark left behind by something moving (p. 8)
wealthy	having a large amount of money or possessions (p. 3)

Name _____

INSTRUCTIONS: Write the problem and solution from *A Golden Tragedy* in the space provided.

Problem

Solution



Name _____

INSTRUCTIONS: Add 's or an apostrophe (') to the characters below in order to show ownership. Then on the line next to each character, write the item that belongs to the character. The items are listed in the word box below. You may use your book to find which phrase matches which character.

the king _____

Penelope _____

pheasant _____

the birds _____

the wizard _____

King Midas _____

fowl

curse

feathers

wish

warning

golden eggs

Name _____

INSTRUCTIONS: Write a content vocabulary word from *A Golden Tragedy* in the word box. Below it, write the word's meaning and use the word in a sentence.

Word Box

What the Word Means

Sentence

Word Box

What the Word Means

Sentence

Landon's Pumpkins

A Reading A-Z Level P Leveled Reader

Word Count: 860



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Landon's Pumpkins



Written by Vera Ogden Bakker
Illustrated by David Cockcroft

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Fountas & Pinnell	N
Reading Recovery	21
DRA	30

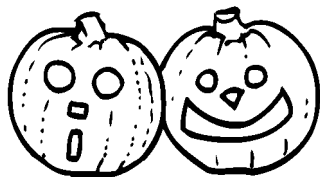


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Planning

Landon was carrying the papers, cans, and plastic to the **recycle** bins after dinner. A bright newspaper ad caught his attention.



*Get Your Seeds Now for Fall **Harvest***

Bright orange pumpkins, yellow corn, and green beans smiled from the ad.

Landon remembered last Halloween. He and Chad, his five-year-old brother, had spent their **allowances** on two pumpkins. Chad had drawn a scary face on his with markers. Landon had wanted to try **carving** his own for the first time. Dad had showed him how to hold the knife and cut safely. Landon had worked on his pumpkin for a long time, but he had really messed it up. It hadn't looked at all like a jack-o'-lantern. He wanted to start over, but he had no other pumpkin to carve.



Landon put the plastics, cans, and papers in the proper recycling bins and hurried to find his father.

"Dad, do you remember that sick-looking jack-o-lantern I carved last year?"

"Um, I remember." Dad set his book down as Landon sat on the couch beside him.

"Well, I was thinking, I could use my allowance to buy pumpkin seeds. Then I could grow pumpkins. I'd have enough of them for Chad and me to practice carving."

"That sounds like a good plan," Dad said.

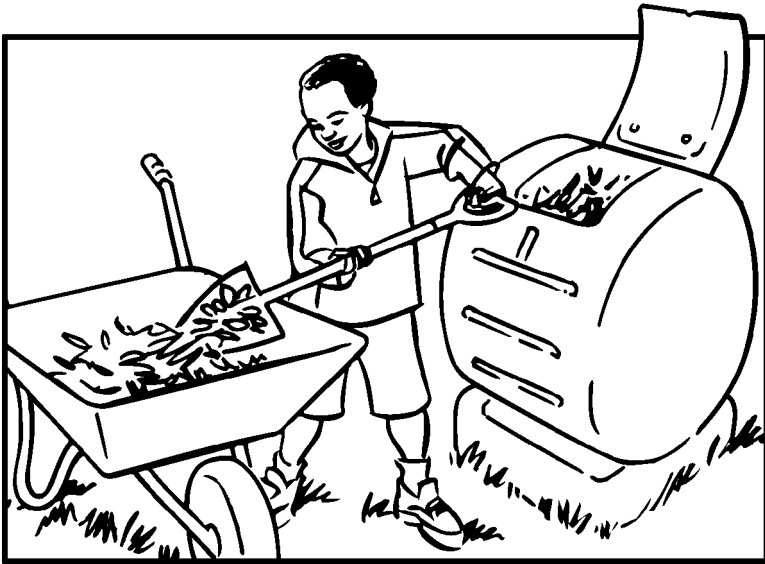
"I would need a space in the garden to plant them," Landon said.

"Oh, I think we can manage that," Dad said.

Planting

The next day, Dad **tilled** a small patch of ground in the garden. “Get some **compost**, and we’ll mix it in the soil.”

Landon knew that they would need compost to make the plants healthy. All year long, he had put grass clippings, fallen leaves, and fruit and vegetable peels into the compost drum, and then covered each layer with dirt. Dad had told him that this **reduced** the garbage they sent to the **landfill**.



After raking the tilled ground, Landon followed the directions on the seed packet. He planted the pumpkin seeds he bought at the store in three little mounds. He planted four or five seeds in each mound. He left an arms-length space between each mound for the vines to grow. Then he stamped the dirt down with his feet. Finally he got the watering can, filled it with water, and gently sprinkled each mound until the soil was wet.





Growing

In a few days, Landon saw little green **shoots** making cracks in the ground. In another few days, the shoots grew leaves.

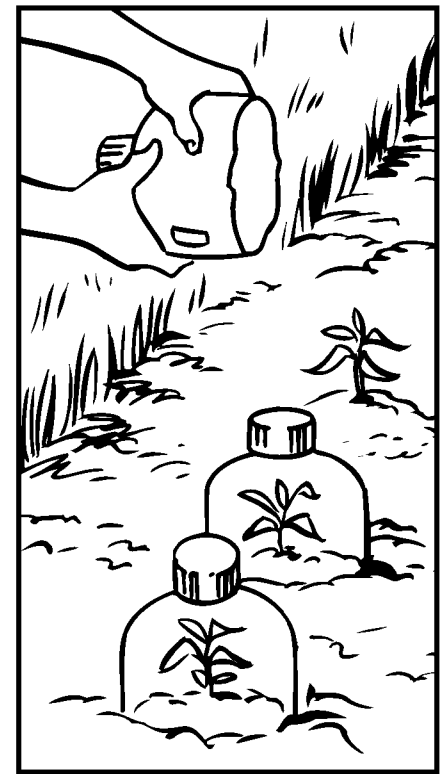
“It looks like **frost** tonight,” said the weather reporter on television. “You’d better make sure your tender garden plants are covered.”

Landon thought and thought. *How can I protect my pumpkins? A blanket or newspapers might smash the little plants.*

After dinner, Landon spotted three empty, plastic two-liter juice bottles on the counter. It was his job to take them out to the recycle bin. *They might work*, he thought. He cut off the bottoms of the bottles and tossed the bottoms into the plastics bin. Then he took the top parts out to his pumpkin patch and set one over each tiny plant like a miniature greenhouse.

Dad smiled.
“I’m glad to see you reusing things.”

Landon took the bottles off in the morning so the plants wouldn’t bake in the sun. He saved the bottles to use the following night.





Soon the nights turned warmer, and the plants were too large for the bottles. Landon pulled **stubborn** weeds and watered his thirsty plants.

As the **temperature** crept higher, pumpkin vines stretched over the ground like a carpet of ivy.

Landon happily wiped the sweat from his face when he realized that no room remained for more weeds to grow. Soon bright yellow flowers appeared, and then small green balls grew in their place. The vines sprawled onto the lawn and into Dad's part of the garden.



Harvesting

The green balls grew bigger and bigger. By Halloween, Landon had a dozen bright orange pumpkins. He sold six to the neighbors, gave Chad three, and saved three for himself.

Landon cut the tops off his three pumpkins and scooped out the insides. *Yuck, he thought, this looks like good stuff for the compost drum for next year's garden.*

Then he noticed that the seeds looked just like the ones he had planted in the spring. *I can recycle these to grow pumpkins next year, he thought, and I won't have to buy new ones.* Landon spread the seeds on paper to dry. But there were many more seeds than he wanted to plant.



"Dad, do you know of anything I can do with a hundred pumpkin seeds?" Landon asked.

"Well, when I was a boy, we used to roast them in the oven and eat them," Dad said. "They tasted pretty good."

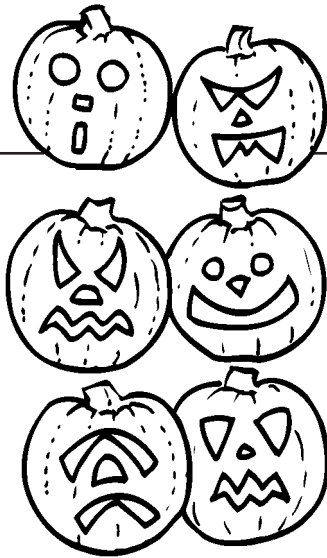
"Hey, Dad, good idea. I can reuse them as a snack."



"Who would have thought I could use the three R's—*reduce, reuse, and recycle*—to grow pumpkins?" he said.

Landon drew faces on his pumpkins. Then he followed the lines with his carving knife. Each pumpkin looked better than the one before!

On Halloween night, Landon was proud of the six scary jack-o'-lanterns that glowed on the front porch!



Roasted Pumpkin Seeds

Ingredients:

1.5 to 2 cups pumpkin seeds
2 teaspoons melted butter
salt (about a teaspoon)*

To Make:

1. Get an adult to help you.
2. Preheat oven to 300° F.
3. Clean strings and pulp off your seeds. Lay them out on newspaper to dry for about 2-3 hours.
4. Mix seeds in a bowl with melted butter and salt.
5. Spread seeds in a single layer on a baking sheet.
6. Bake for about 30 minutes, or until golden brown. Stir occasionally.

**Instead of salt, try using cayenne pepper, garlic salt, Cajun seasoning, cinnamon, or curry powder.*

Glossary

allowances	sums of money given out (p. 5)
carving	cutting with care (p. 5)
compost	a mixture of decaying organic material, such as vegetables, plant clippings, or newspapers (p. 7)
frost	cold temperatures that cause freezing (p. 9)
harvest	time when crops are gathered (p. 4)
landfill	a place where garbage is emptied and covered with dirt (p. 7)
recycle	to break down something to its basic parts to be used again (p. 4)
reduced	to have made smaller (p. 7)
shoots	beginning parts of plants that grow above ground (p. 9)
stubborn	difficult to handle (p. 11)
temperature	level of hot or cold as shown by a thermometer (p. 11)
tilled	to have broken and turned soil for planting (p. 7)

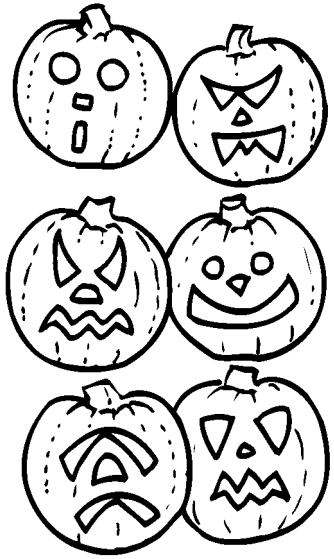
Name _____

INSTRUCTIONS: Write the events from *Landon's Pumpkins* in the correct order, starting at the top with the first box and ending at the bottom with the last box.

First	
Next	
Next	
Next	
Next	
Next	
Next	
Last	

Name _____

INSTRUCTIONS: Find adjectives to fill in the blanks in the sentences from *Landon's Pumpkins*, below.
(Answers may vary.)

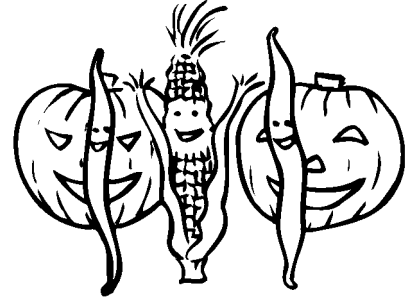


1. I could use my allowance to buy _____ pumpkin seeds.
2. That sounds like a _____ plan.
3. Dad tilled a _____ patch of ground in the garden.
4. He had put _____ clippings, _____ leaves, and _____ peels in the _____ drum.
5. He planted the _____ seeds in _____ mounds.
6. Landon saw _____ shoots making cracks in the ground.
7. Make sure your _____ plants are covered.
8. Soon _____ flowers appeared, and then _____ balls grew in their place.
9. Then he followed the lines with his _____ knife.
10. On _____ night, _____ jack-o'-lanterns glowed from the _____ porch.

Name _____

INSTRUCTIONS: Write the correct word in each blank.

re- again, back



1. I had to _____ the letter before I sent it.
(write again)
2. Please _____ your work before you turn it in.
(view again)
3. When he _____, he found his family had left.
(turned again)
4. The bird would fly away but _____ every morning.
(appear again)
5. You need to _____ the empty pitcher.
(fill again)
6. He will need to _____ the room after lunch.
(enter again)
7. Dinner and a cold drink will _____ the tired traveler.
(make fresh again)
8. The picture was ruined, so she had to _____ it.
(create again)
9. The student had to _____ all of his loans.
(pay back)
10. Her parents had to _____ to the school to pick her up.
(turn back)

Helen Keller

A Reading A-Z Level P Leveled Reader

Word Count: 716



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Helen Keller



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Introduction

Imagine not being able to see or hear. How would you learn about the world around you? How would you learn to **communicate**? You would face many serious challenges, wouldn't you?

These are the challenges Helen Keller faced more than 100 years ago. When she was born on June 27, 1880, in Tuscumbia, Alabama, Helen could see and hear. When she was 19 months old, she became ill and had a very high fever. She **survived** her illness, but the fever left her blind and deaf.

With time and teaching, Helen Keller would **overcome** her **disabilities** and become an **inspiration** to many people.



Ivy Green, where Helen was born

Helen's Early Years

At the time when Helen was a small girl, people didn't know much about disabilities. They didn't think that blind and deaf children could learn to communicate. Nobody had

ever tried to teach someone like Helen who was both blind and deaf.

Helen and her parents tried to work with her disabilities. Helen did not have rules to follow. At times she seemed out of control. Her parents had little hope that



*Helen and her pet poodle,
around 1887*

Helen would lead the kind of life they had imagined she would.



Alexander Graham Bell, right, did research on teaching deaf people like Helen, left, to speak.

Helen Gets a Teacher

Helen's parents grew more and more **frustrated**. A friend of Helen's parents, Alexander Graham Bell, the man who invented the telephone, had an idea. When Helen was about 7 years old, he suggested they hire a young woman to teach Helen. The young woman's name was Anne Sullivan. Helen's parents agreed to give it a try. From that day on, Helen's life changed.

At first, Helen did not like Anne. Anne made Helen do things she didn't want to do. Anne made Helen eat from a plate, pick up after herself, and dress herself. Helen fought her, but Anne kept trying.



Helen, age 12, and Anne Sullivan in 1892



Helen relied on her senses to help understand the world around her.

Anne knew that Helen could not see and hear. But she knew that Helen had other **senses**. She could touch, smell, and taste.

Anne began to teach Helen to use these senses to communicate and to learn about the world around her. Anne knew that Helen was very smart. She thought it would only take some time before Helen learned how to communicate.



Helen's sense of touch became her most important sense.

Teaching Years Pay Off

Anne thought about how she could teach Helen to communicate. She used Helen's sense of touch to teach her.

Anne taught Helen **sign language**. In sign language, people use their fingers to make words and letters. Anne began teaching Helen to spell words with her fingers. Anne would spell words into the palm of Helen's hand so that she could *feel* the words being spelled, since she couldn't see them.

For a long time, Helen didn't understand the finger game Anne played with her. But Anne did not give up.

One day at the water pump, sort of like a water fountain, Anne pumped water over one of Helen's hands. She used her fingers to spell W-A-T-E-R on Helen's other hand. Suddenly Helen became very still.



A movie called "The Miracle Worker" shows how Helen learned her first word.

Helen got it! She understood! She finally realized what Anne was doing. She realized that Anne was communicating with her. Helen then used her fingers to spell W-A-T-E-R into the palm of Anne's hand.

Next, Helen pointed to Anne and then to her own hand. Anne spelled out T-E-A-C-H-E-R. From that day forward, Helen called Anne *teacher*. Then Helen had Anne spell out the names of other things around her.



Anne, right, spells into Helen's hand, around 1893.



Helen feels the lips of a girl to understand what she is saying.

Helen learned to spell words as quickly as Anne could teach them to her! Next, Anne taught Helen to use her sense of touch to read. She taught Helen to read books printed in **Braille**. Braille uses raised dots instead of ink to make letters and words. Helen learned to *feel* words.

Helen also learned to understand what people were saying by placing her fingers on their lips. As people said different words, Helen could *feel* their lips change shape.



Helen wears her cap and gown after graduating from Radcliffe College in 1904.

Helen's Adult Years

Once Helen learned to communicate, a new world opened up to her. She went to college, and Anne went with her. Anne signed into Helen's hand what teachers said during classes. She also made Braille notes for Helen to read. Helen graduated with Anne's help.

Helen Keller spent most of her life traveling with Anne Sullivan. She gave many speeches and wrote books about her life. She proved to the world that blind and deaf people deserved respect. Helen overcame her disabilities and became an inspiration to people everywhere.



**Helen Keller died on June 1, 1968, at age 87.
The portrait above was taken in the 1950s.**

Glossary

Braille	a system of printing using raised dots to represent letters (p. 13)
communicate	to make thoughts or ideas known (p. 4)
disabilities	conditions that create a lack of ability to do something (p. 5)
frustrated	being unable to complete a task (p. 7)
inspiration	a good influence (p. 5)
overcome	to win a victory over some challenge or obstacle (p. 5)
senses	understanding the world through sight, touch, taste, smell, and hearing (p. 9)
sign language	a system of hand, face, and body movements used to communicate (p. 10)
survived	to have remained alive (p. 5)

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Name _____

INSTRUCTIONS: In the first column, write what you already know about Helen Keller. In the second column, write what you would like to learn about her. After you finish reading, fill in the third column with information you learned from reading the book.

What I Know	What I Want to Know	What I Learned

Name _____

INSTRUCTIONS: Read the sentences below and add commas to separate the words or phrases in a list.



1. First Helen learned to eat dress and pick up after herself.
2. Anne was amazed that Helen kicked screamed and cried to get her way.
3. Helen learned to read Braille talk with her hands and feel a speaker's lips.
4. Soon she was able to communicate with men women and children.
5. She could still use her other senses to smell touch and taste.
6. Anne Helen and Helen's parents were all very proud.
7. Anne went to class with Helen signed in her hands and made Braille notes.

Name _____

INSTRUCTIONS: Draw a line to match the vocabulary word to its definition.

- | | |
|------------------|--|
| 1. Braille | a. to make thoughts or ideas known |
| 2. communicate | b. to win a victory over some challenge or obstacle |
| 3. disabilities | c. a system of hand, face, and body movements used to communicate |
| 4. frustrated | d. conditions that create a lack of ability to do something |
| 5. inspiration | e. to have remained alive |
| 6. overcome | f. understanding the world through sight, touch, taste, smell, and hearing |
| 7. senses | g. a good influence |
| 8. sign language | h. a system of printing using raised dots to represent letters |
| 9. survived | i. being unable to complete a task |

INSTRUCTIONS: Choose three vocabulary words above to use in sentences of your own. Write your sentences on the lines provided. Underline the vocabulary word in each sentence.

1. _____

2. _____

3. _____

Meeting Father in Plymouth

A Reading A-Z Level P Leveled Reader

Word Count: 826

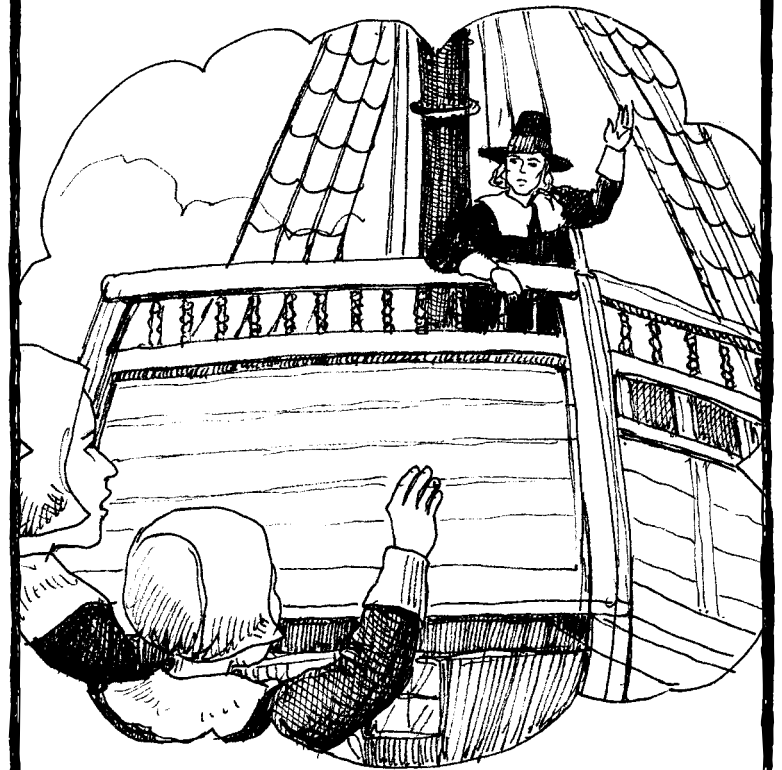



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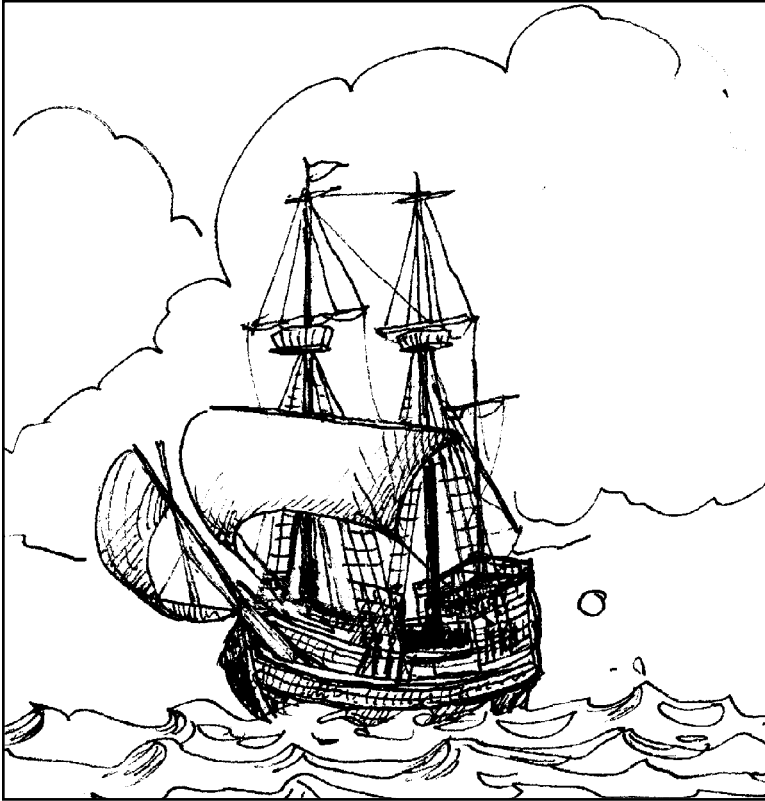
Meeting Father in Plymouth



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Meeting Father in Plymouth



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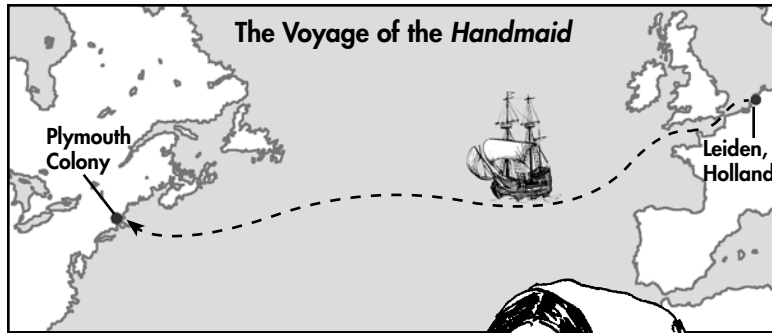
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Young, yet **mature** for her seven years, Sarah hurriedly walked onto the *Handmaid*. The ship would take her and her family across the ocean to meet their father in a **settlement** called **Plymouth**.



Math Minute

The *Handmaid* landed at Plymouth on October 29, 1630. The ship left Leiden, Holland on August 10, 1630. How many days did it take the ship to travel to Plymouth Colony?



Hand-in-hand she walked with her mother and four brothers onto the ship. Sarah thought about her father. He had made the ocean trip in March. It was now August and she could not wait to see him.

Sarah knew the journey would be long. Plymouth was far away from England. It was on the other side of the ocean. Her mother said it would take the ship almost twelve weeks to get there.

Sarah's father had left England with other **planters**, or men who worked with crops. They sailed to Plymouth on a ship called the *Lyon*. Sarah and her family were **Puritans**. They sailed to Plymouth hoping to be free to follow their religion. In England, they did not support many of the King's decisions, so the King did not support them. So they had left England to stay in Holland until they could make the journey to Plymouth.



"What will Plymouth be like? Will it be like living in England?" asked Sarah's brother John.

"I hope so," answered Sarah. Just like her brother, she wanted life in Plymouth to be much the same as life in England.

Sarah was sad to leave her friends Jane and Anne. She hoped she would make new friends in Plymouth even though she had heard that only a few children lived there.



Sarah crawled into her bunk bed next to her mother. It was cramped and dark. She closed her eyes and dreamed of seeing her father again. For more than eighty nights she closed her eyes and on eighty mornings opened them to see nothing but the sea. Then on the morning of October 29 she opened them to a loud cry.

“Land, ho!”

Sarah jumped up and tugged excitedly on her mother’s arm.

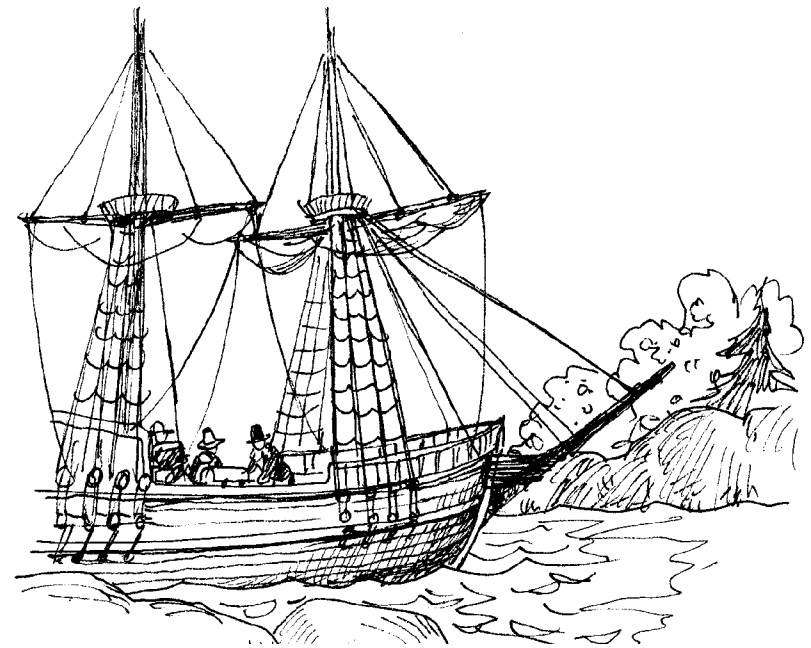
“Mother, Mother, we are here, we are here!” she cried.

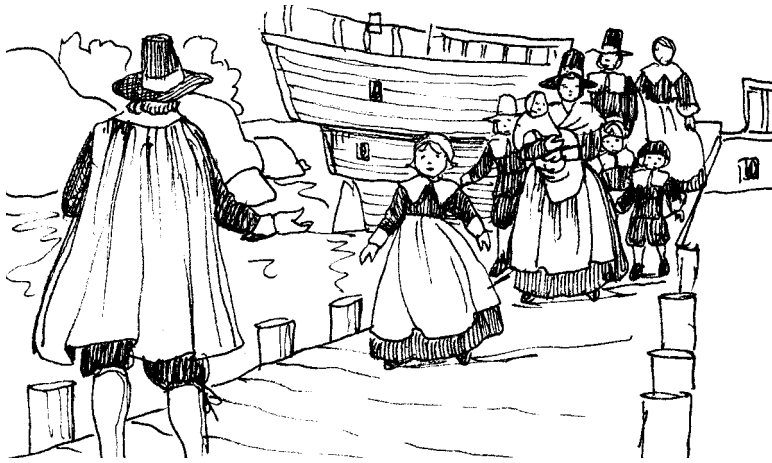
Sarah leaped out of her bed and charged out onto the ship’s deck. Her brothers were on her heels. Everyone was eager to see the new land and most eager to see their father.



Soon the ship reached the rocky coast and pulled up to a dock in a small harbor at the edge of the settlement. Sarah stood on her tiptoes looking over the ship's side, searching the dock for her father. Her mother and brothers gathered their few **belongings**.

Everyone on the *Handmaid* was tired from the journey. But they were all happy to be off the ocean and even more excited to join their loved ones.





Sarah searched frantically for her father. When she spotted him she wanted to run down the ramp but she didn't. Puritan children were not encouraged to show their feelings.

"Sarah, how was your trip?" asked Father.

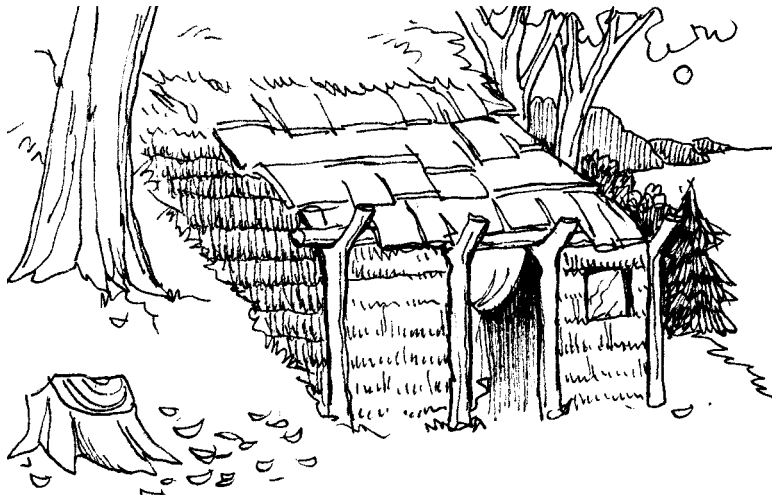
Sarah was glad her father spoke to her for she knew it would not be polite to speak first. "Father, I have missed you so much! We were very worried about you."

Sarah's mother and brothers caught up and joined the **reunion**.

As the family gathered their belongings and walked toward their new home, Sarah's father talked about some of his new experiences.

"It has been very hard. But I have learned a lot," said Father. "In this new land I am not only a planter as I was in England, but a builder, a hunter, and at times a cook."





Sarah looked around her. Her new home looked a little like England, but it smelled different. Some of the trees looked the same, and there were rocks along the coast.

Sarah's new house was much smaller than their house in England. There was no glass in Plymouth, so the windows were made of waxed paper. In England, her home was made of stone, and here it was made of tree trunks and bark! Luckily her blanket from England was here, and it comforted her.



The next day Sarah helped her mother cook and sew just like she did back in England. But they had to be very careful not to lose any of the needles because there was a **limited** supply.

Her father and older brothers helped another new family build a house. With so many people of all ages helping, they were done in a couple of days. Soon her father was back in the fields, **tending** to the corn, beans, and squash.

Sarah's brothers helped gather wood from the forest for the fire. They never had to do that in England.

"When will we go to school like we did in England, Father?" asked Sarah.

"First, we must make sure that everyone in Plymouth has a home and food to eat. Until then, your mother will teach you."

Sarah liked that. She thought that even though things were more different than alike between Plymouth and England, she was going to like it.



Glossary

belongings	things that are yours (p. 10)
<i>Handmaid</i>	a ship that arrived at Plymouth, Massachusetts, with 60 passengers on October 29, 1630 (p. 3)
limited	a fixed number or amount (p. 14)
mature	being developed in body or mind (p. 3)
planters	farmers (p. 5)
Plymouth	a town started in 1620 by a group of settlers that are often called Pilgrims (p. 3)
Puritans	a group of people that started their own way to practice religion in the 1500s that was different than the main practice of religion in England at the time (p. 5)
reunion	a meeting with people, most often family, that have been separated (p. 11)
settlement	a place where people live (p. 3)
tending	taking care of something, such as crops (p. 14)

Name _____

INSTRUCTIONS: Write what you predict will happen in the first box, change or add to a prediction in the middle box, and explain what actually happened in the last box.

What I predict will happen

Changes in my prediction

What actually happened

Name _____

INSTRUCTIONS: Record the major elements of *Meeting Father in Plymouth* the story in the boxes below.

Characters:	Setting:
--------------------	-----------------

Problem:

Events:

Solution:

Name _____

INSTRUCTIONS: Read each phrase below. Change the group of words to show a possessive noun. An example is done for you.

Example:

the journey of the family	the family's journey
1. the hopes of Sarah	_____
2. the heels of the brother	_____
3. the waves of the ocean	_____
4. the belongings of the mother	_____
5. the reunion of the family	_____
6. the houses of Plymouth	_____
7. the branches of the tree	_____
8. the field of the planter	_____
9. the experiences of father	_____
10. the windows of the house	_____

Name _____

INSTRUCTIONS: Read the sentences below. Choose a homophone from the box and write it in each blank.



here

four

some

too

sum

flour

to

for

hear

flower

1. Sarah could _____ someone shout "Land ho!"

"We are _____!" Sarah told her mother and brothers.

2. Sarah found a _____ growing near her new home.

Mother used _____ to make the bread.

3. Sarah has _____ siblings.



Father used tree bark _____ the roof of the house.

4. Five children plus two parents equals a _____ of seven people in Sarah's family.

Sarah's brothers gathered _____ wood for a fire.

5. The family took a journey on a boat _____ Plymouth.

There were _____ many people on the ship's deck to see the new land.

The 100th Day Project

A Reading A-Z Level P Leveled Reader

Word Count: 728

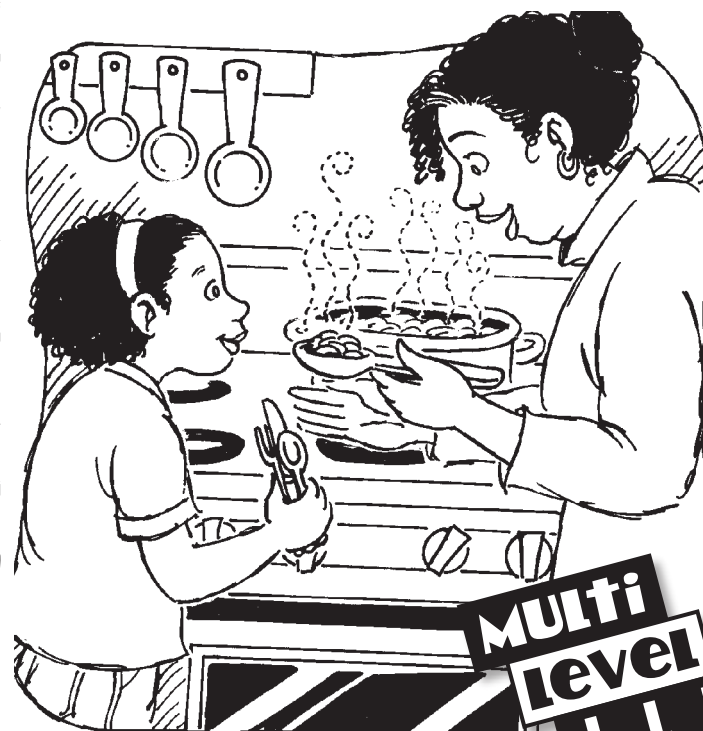



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The 100th Day Project



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The 100th Day Project



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Counting to 100

"Leticia," Mrs. Thomas called, "it's time to wash your hands and set the table for dinner."

"21, 22, 23, 24, 25," Leticia finished counting. "I'm coming."

Leticia happily walked into the kitchen and went right to work. She set the table for her mother, her older brother, and herself.

"What have you been up to?" Mrs. Thomas asked. "You've been in your room the entire time since arriving home from school."

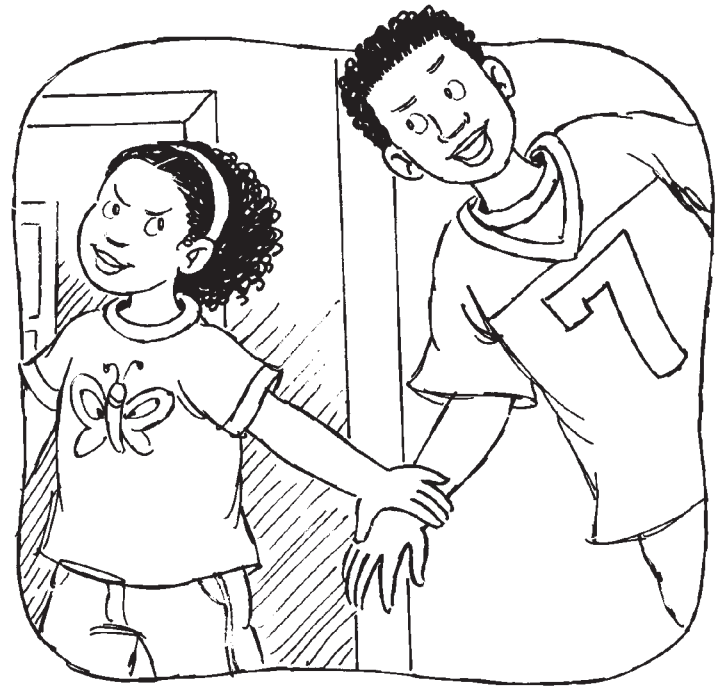
"I'm counting to figure out what I have 100 of," Leticia replied. "I have 119 stickers, 104 books, and 102 pennies, but only 74 crayons."



"Why do you require 100 things?" Mrs. Thomas wondered.

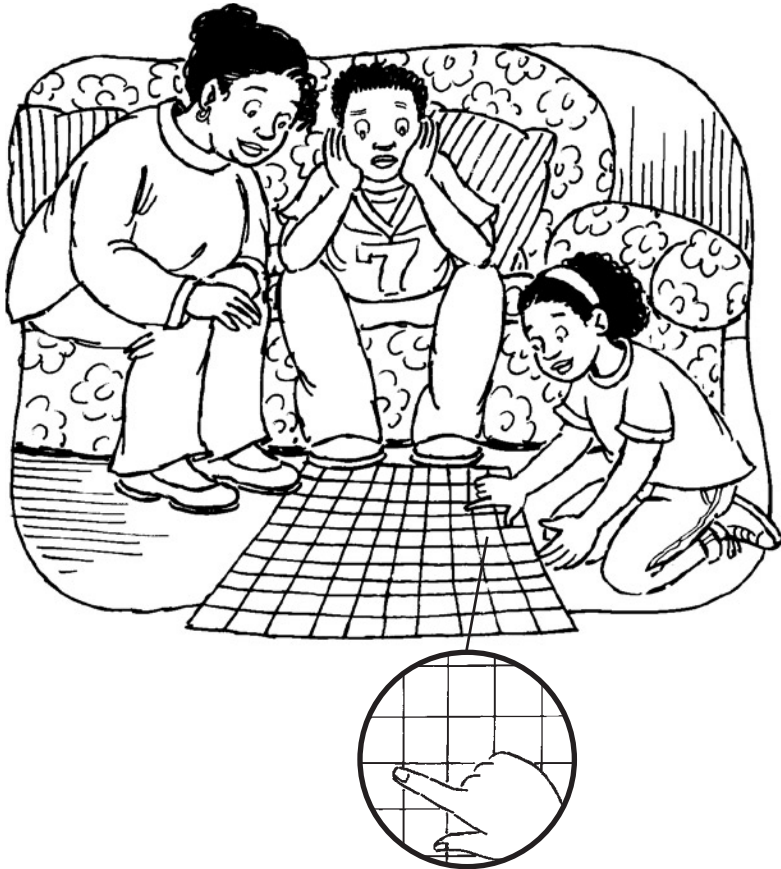
"Tuesday is the 100th day of school," Leticia chirped. "As a 100th day project, everyone needs to gather 100 of an item and present them to the class."

"Maybe your brother and I can assist with this project, but first we need to eat. Can you get Tyrone and tell him it's suppertime?"



100 of Something

After the family cleaned up the dishes, they talked about Leticia's project. First, Leticia showed them a large piece of paper. It measured 20 inches on one side and 20 inches on the other. In total, 100 squares were marked on the giant paper **grid**.



"I have to glue 100 objects into the 100 squares," Leticia worried.

"If you use your head, that could be easy," Tyrone replied.

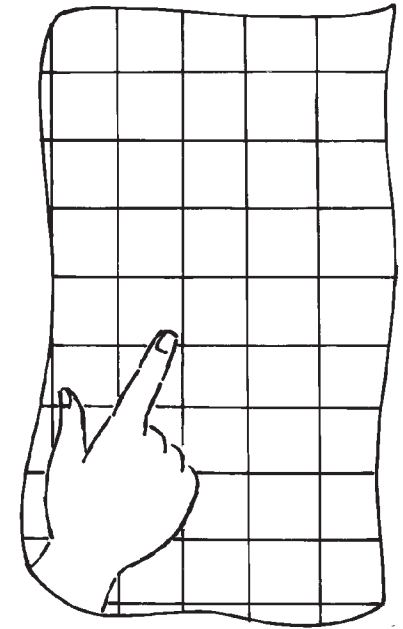
"It might be easy," Leticia said, "but I want it to be special, not easy.

My teacher requires our projects to show **creativity**. Personally, I want mine to **highlight** my feelings about school."

"Oh, I see, so gluing down crayons or pennies wouldn't work," Mrs. Thomas said.

"I guess buttons and bottle caps are out, too," Tyrone **blurted**.

"Yeah," Leticia **smirked**, "now you see."



"Well," Mrs. Thomas said, "let's put our heads together and **brainstorm**. What have you been doing in 100 days of school?"

"Well, we read a new book every day," Leticia answered. "I think reading's extremely cool, more so than doing math or science."

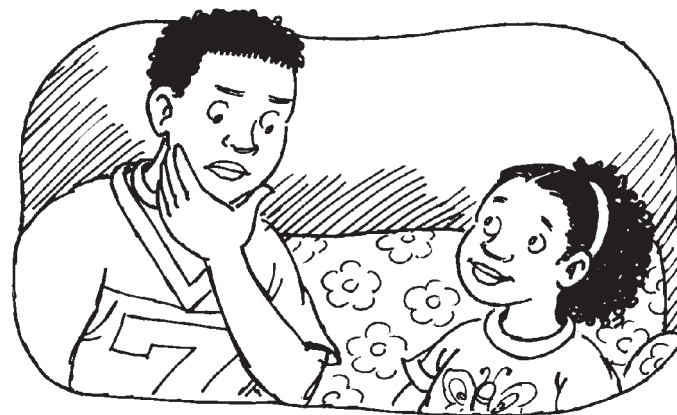


Making Little Books

"What do you enjoy about books?" asked Tyrone.

"I enjoy everything about books," Leticia said with a smile. "I like the covers, titles, pictures, and stories. I love listening to my teacher read, and I love reading books myself. But books won't fit on the project grid." Leticia looked at Tyrone and frowned.

"We could help you make tiny doll-sized books. Little books might fit on the grid," Tyrone said, "and that wouldn't take long."

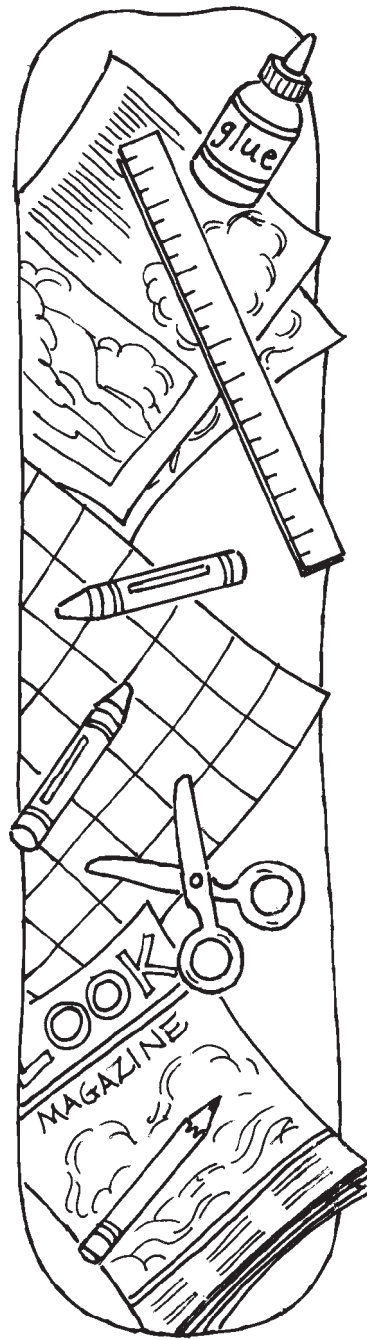


Leticia wasn't sure, but she started to **conceive** an idea. "Well, if we made little **miniature** books, perhaps I could write in them."

"Of course you could, Leticia," Mrs. Thomas smiled. "This is completely your project. Remember, we're just your helpers."

"Right," Tyrone agreed, "you're the boss!"

Leticia definitely liked the sound of that.



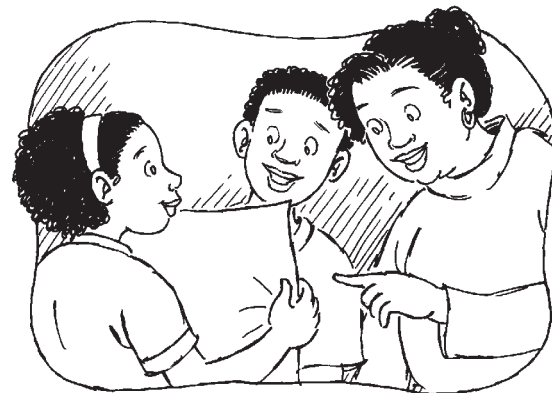
Secret Messages

Leticia spent the evening in her room constructing little blank books and then writing in each of the books. She was careful to use her best handwriting, and she had to write very small. After a while, she shared the work in progress with her mother and brother. They were impressed by her idea to write in the books.

"Cool," Tyrone confirmed.

"Yes," her mother agreed, "this **undoubtedly** looks creative."

Her mother and brother then helped her complete the assignment.

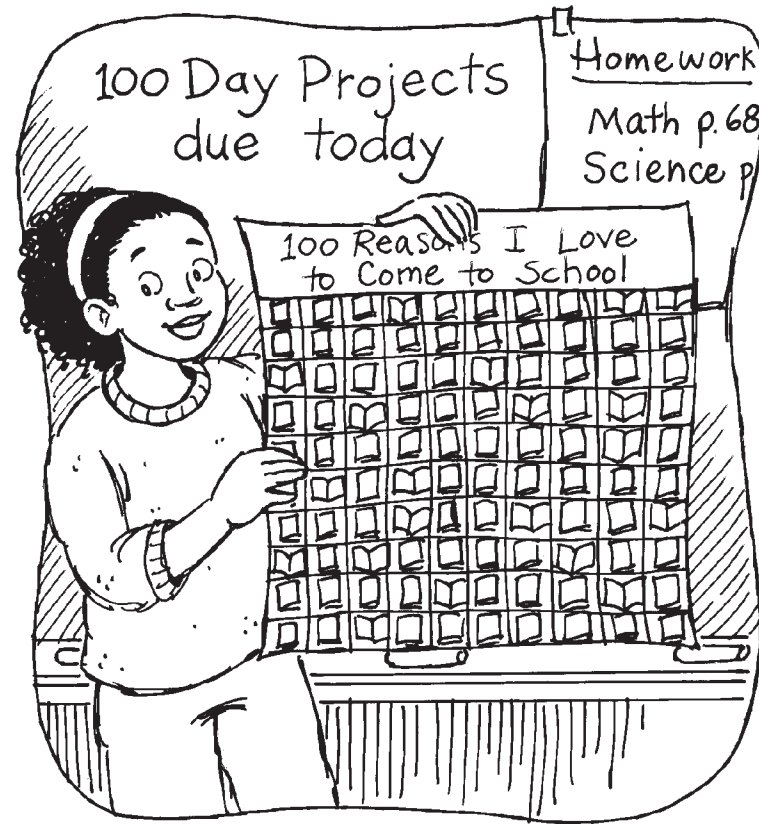


The Special Project

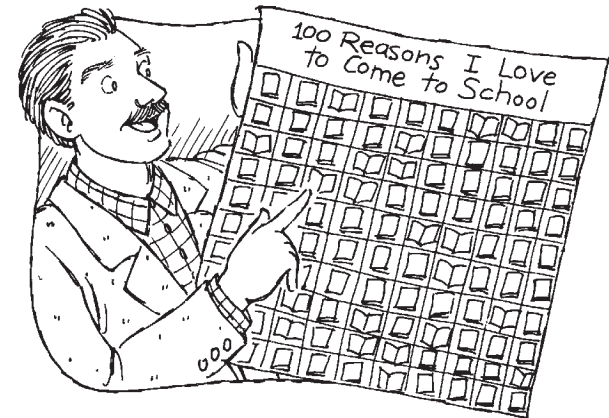
"Kate, this one's about you," Mia squeaked. "It says, 'I like to see Kate smile.'"

"This book's about George," Kevin joined in. "It says, 'George is always nice to people.'"

Soon a crowd formed around Leticia's project. Finally, their teacher decided to read the little books to the whole class. It took a long time, considering there were 100 books, yet after each book, the entire class clapped for the person the book was about.



On the 100th day, everyone brought their projects to school. Leticia put hers up with the others' in her class. At the top, she wrote *100 Reasons I Love to Come to School*. The title made her classmates curious, and they began to read the messages inside the tiny books.





There were books for every student in Leticia's grade and every teacher at the school. There was a book for the custodians, school bus drivers, principal, librarians, and the cafeteria workers, too.

Leticia successfully found a creative way to **celebrate** the 100th day of school. Her 100 reasons why she liked going to school **informed** 100 people why they were special.

Glossary

blurted (<i>v.</i>)	said quickly without thinking (p. 8)
brainstorm (<i>v.</i>)	share ideas, often on how to solve a problem (p. 9)
celebrate (<i>v.</i>)	to do something special to honor an event (p. 15)
conceive (<i>v.</i>)	to think of; to cause to begin (p. 11)
creativity (<i>n.</i>)	the ability to use the imagination (p. 8)
grid (<i>n.</i>)	a set of straight lines that cross each other to form squares (p. 7)
highlight (<i>v.</i>)	to call attention to something (p. 8)
informed (<i>v.</i>)	gave facts about something (p. 15)
miniature (<i>adj.</i>)	very small (p. 11)
smirked (<i>v.</i>)	said with a mocking smile (p. 8)
undoubtedly (<i>adv.</i>)	without a doubt (p. 12)

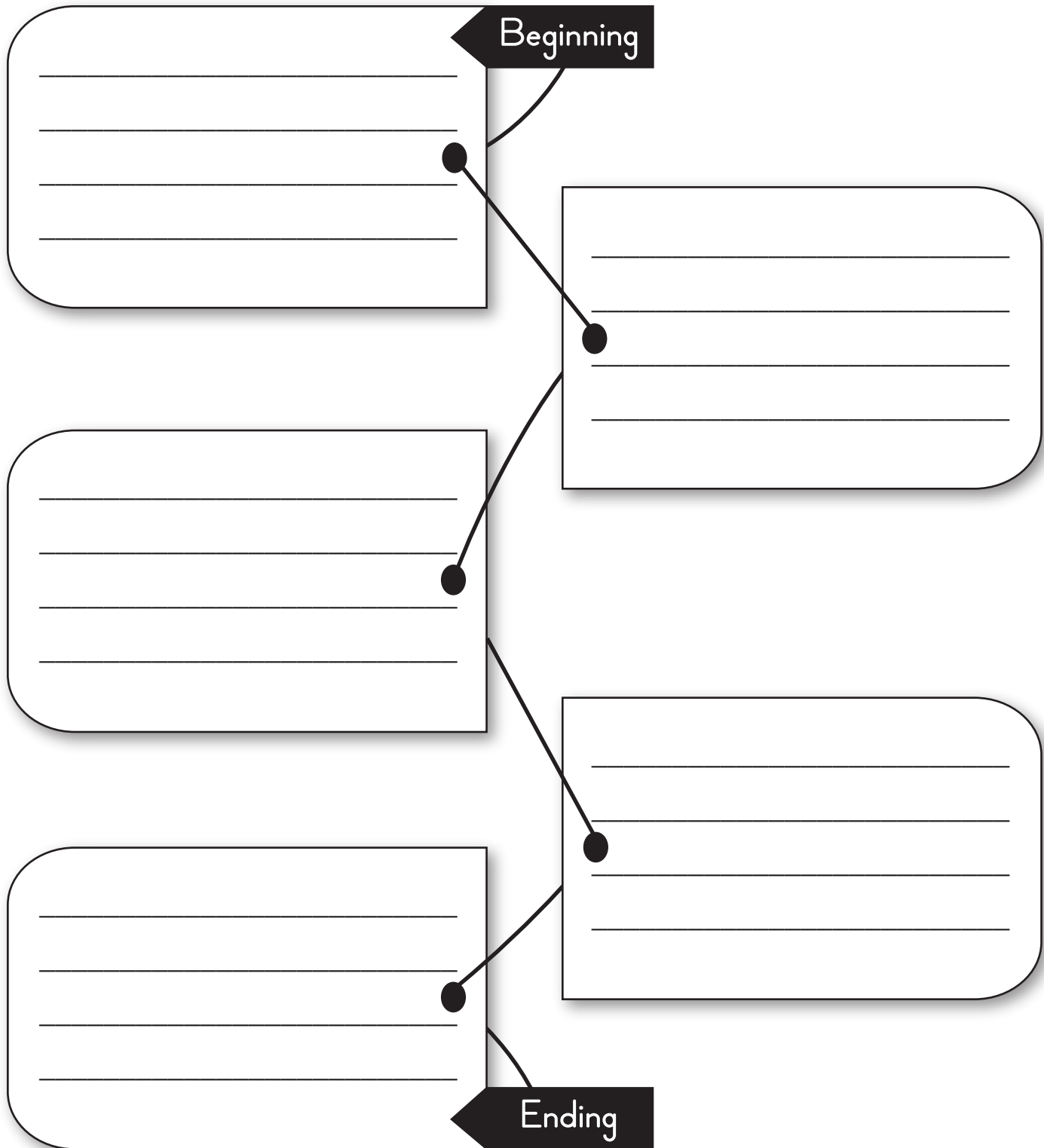
Name _____

INSTRUCTIONS: As you read, identify the important information for each chapter. Record this information under the headings *Who*, *What*, *When*, *Where*, and *Why*. Then use the information from one of the chapters to write a short summary on the back of the worksheet.

Chapter	1	2	3	4	5
Who					
What					
When					
Where					
Why					

Name _____

INSTRUCTIONS: Write the events of the story in the correct order, beginning at the top with the first box and ending at the bottom with the last box. Use sequencing words to describe each event.

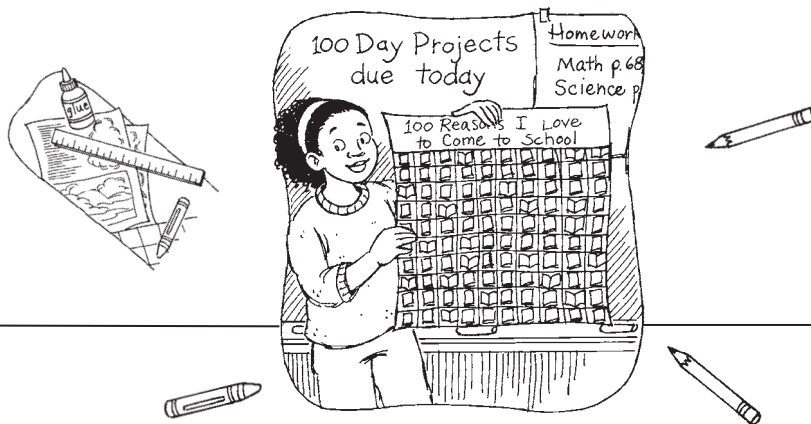


The diagram shows a sequence of six boxes arranged in a zig-zag pattern. The sequence starts at the top left with a box labeled 'Beginning'. An arrow points from this box to a box on the right. From there, an arrow points down to a box on the left. This continues: right to a box on the right, down to a box on the left, and finally down to a box on the right labeled 'Ending'. Each box contains five horizontal lines for writing.

Name _____

INSTRUCTIONS: Identify and circle the adjective(s) in each sentence. Then identify and underline all of the nouns the adjectives describe.

1. Leticia wanted to make a creative and special project.
2. She had to glue 100 objects to a piece of large paper.
3. The big books would not fit on the little grid.
4. Leticia used old magazines to make the books.
5. The family spent two nights making all the books.
6. Leticia's curious friends wanted to read the messages.
7. There was a large, excited crowd around Leticia's project.
8. The project included a special book for every student.



Name _____

INSTRUCTIONS: Write the number word for each *cardinal* and *ordinal number*. Then read each sentence. Decide which word correctly completes each sentence and write it on the line.

1st _____ 3rd _____

5 _____ 2nd _____

100 _____ 74 _____

1. I finished the race in _____ place. (four, fourth)
2. My friend has _____ brothers and sisters. (five, fifth)
3. Dad's birthday is on July _____. (seven, seventh)
4. This is the _____ time I have seen the movie. (six, sixth)
5. I invited _____ friends over to my house. (eight, eighth)



About Trees

A Reading A-Z Level P Leveled Reader

Word Count: 769




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About Trees



Written by Sherry Sterling

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About Trees



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People look tiny when standing next to giant sequoias.

Introduction

Trees are the tallest living plants. Redwood trees can grow as tall as a 30-story building. Giant sequoias can weigh as much as 3,000 large pickup trucks, making them one of the heaviest living things. Trees also live a long time. Many trees alive today were full grown long before the United States became a country. But these massive trees share something with all plants—they make their own food.

Leaves

Imagine being able to make your own food without cooking or even going to a restaurant! Leaves make food for trees by changing energy from sunlight into food. This important work is done by **chlorophyll** (KLOR-uh-fill), the green coloring in leaves.

Leaves come in all shapes and sizes. Most **deciduous** (dee-SIJ-oo-us) **trees** have wide, thin leaves, while most conifers have needle-like leaves. **Conifers** keep their needles through all seasons. Only the oldest needles fall to the ground. Deciduous trees lose their leaves every fall.



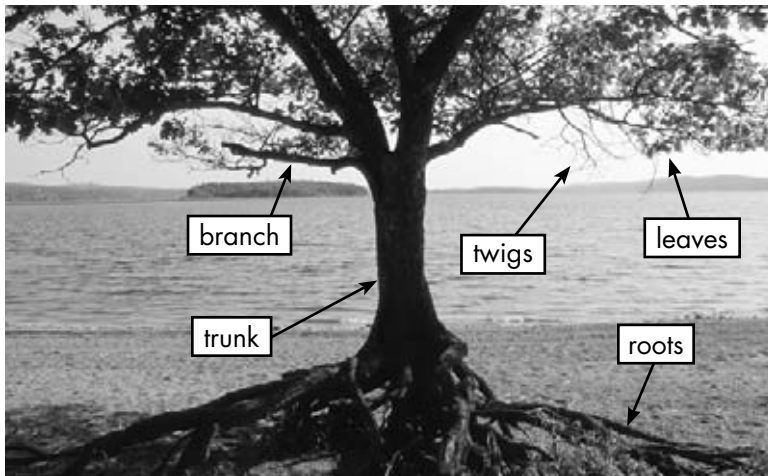
Yellow and brown leaves fall from this deciduous tree.

In the fall, the leaves of deciduous trees show their true colors. These true colors are yellows, oranges, and browns, which hide under green chlorophyll all spring and summer. We see these colors in the fall after leaves stop making chlorophyll.

Branches

Branches are the arms that hold up a tree's leaves. Branches spread leaves out to get as much sunlight as they can. The leaves give shade to other living things on sunny days.

Branches start out as twigs, then they grow thicker each year. As a tree grows, its **bark** cracks open so the branches and trunk can expand. New bark is always growing under the old, ready to **protect** the tree. If new bark gets stripped away, a tree can die.

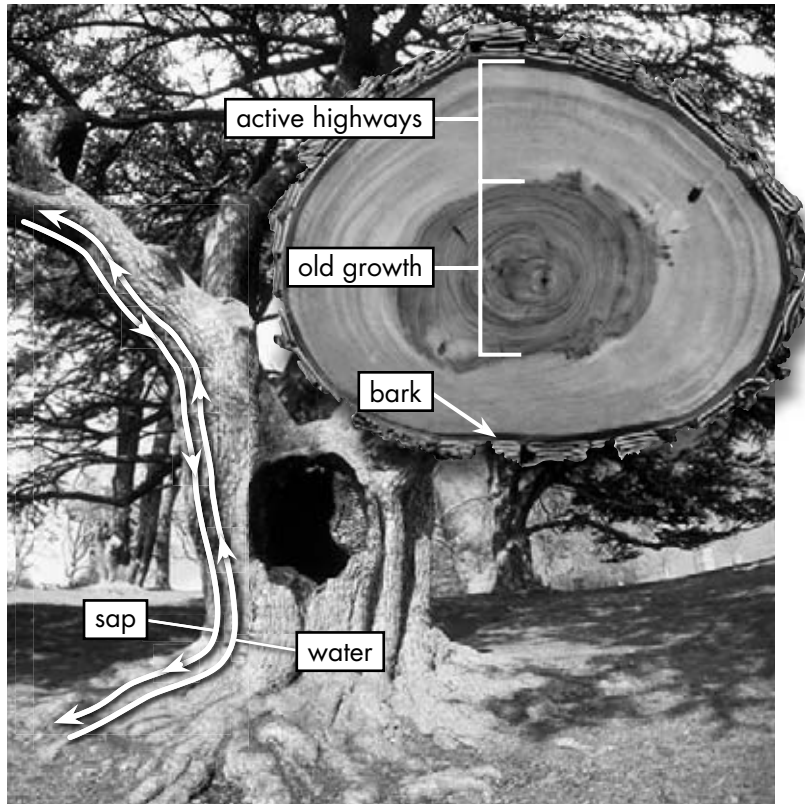


Trunk

Tubes in the tree's trunk carry water from the roots up to the leaves. They also carry **sap**, or food, down from the leaves to the roots. These tubes are like highways, carrying traffic back and forth. They are close to the outside of the tree, just under the bark.



Layers of bark protect trees.



Lightning zapped a hole through the middle of this oak tree, but it continues to grow.

A tree doesn't need the middle of its trunk to live. The middle is made of rings of old growth, not active highways. That's why a tree can keep growing even if the middle is hollowed out after a lightning strike. All it needs is enough bark to protect its highways.



Tree roots reach deep into the ground.

Roots

Trees need soil to keep growing. Roots are part of the highways. They soak up water and **nutrients** from the soil. Roots also keep the soil in place when it rains. Without the roots of trees and plants, soil washes away.

Trees are stuck in the soil because their roots reach deep into the ground. It's a good thing they can make their own food, since they can't move to get it.

Sap

Leaves use water plus sunlight and air to make food for the tree. This food is in the form of liquid sugars. Sometimes people eat some kinds of tree sugars for food. You've probably had tree sugar for breakfast—pouring it over your pancakes or waffles. Have you guessed what tree sugar this is? It's maple syrup, and it comes from the food, or sap, of a sugar maple tree.

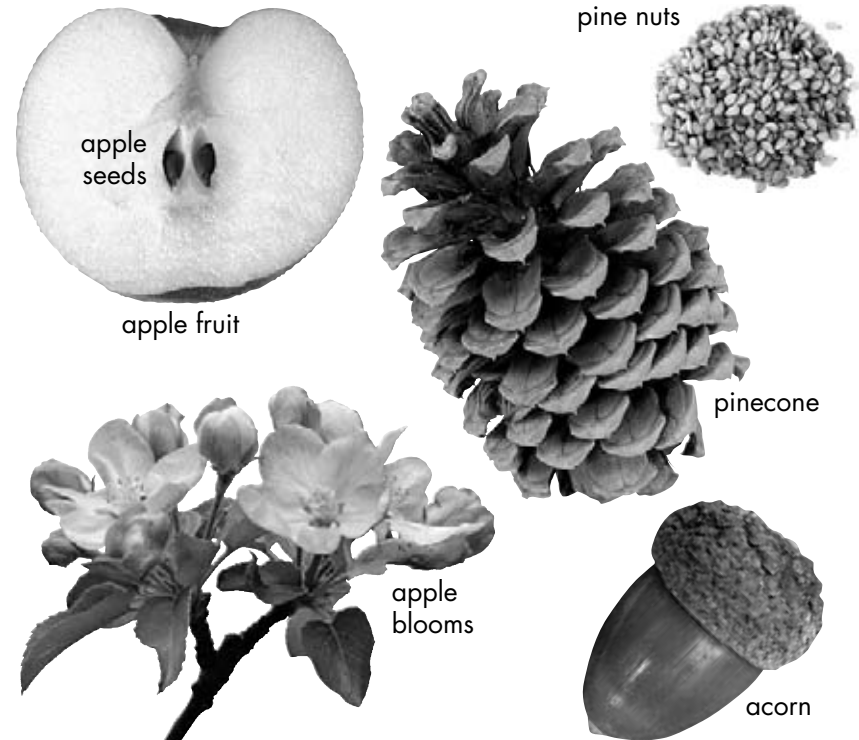
A bucket collects sap from a tap in a maple tree.



Pancakes swim in maple syrup.

Seeds

Deciduous trees grow flowers, which make seeds that are inside fruit or nuts. Conifers make cones instead of flowers. The cones do the same job for conifers that flowers do on other trees. They make seeds to grow more trees. Each seed holds its own supply of food to keep it alive until it's ready to **sprout**.



Growing

How does a tall tree grow from a small seed? The seed soaks up water until it can send out a root. With more water, leaves inside the **seed case** grow until they push up and out. Once this has happened, we say the seed has sprouted.

Now the sprout can make its own food and no longer needs the seed's store of energy. The seed leaves will make food for the new sprout.



This shows how a sprout grows from a seed.

Conclusion

While trees look like they aren't doing much, they are working. They make their own food by changing sunlight and air into sugars. This helps keep the air clean, too.

Trees are homes and food for birds and other animals. Look to see which animals make homes in trees near your



home. Some animals, including humans, eat sap, fruit, and seeds from trees. Others eat bark and leaves.

Holes in trees make safe homes for many owls.



Trees do many things. Tree leaves shade us on sunny days. They also shade new sprouts from the heat of the sun so they won't burn. Tree roots hold the soil in place that trees and other plants need to grow. From saplings to mighty giants, trees stand tall.

Glossary

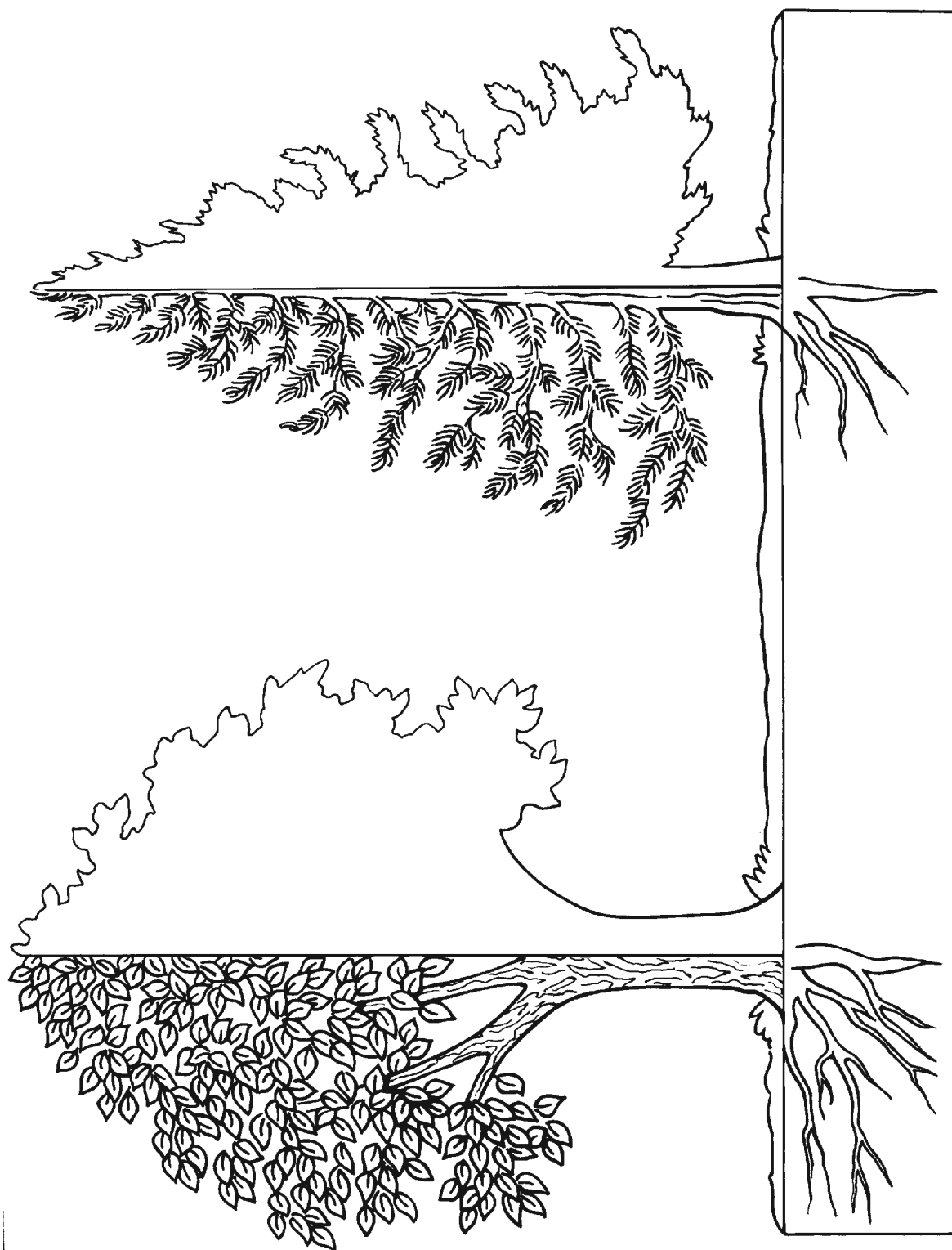
bark	the rough covering on a tree's branches and trunk (p. 7)
chlorophyll	green coloring in leaves that can turn water, air, and sunlight into food (p. 5)
conifers	trees, such as pine and spruce, with needle-like leaves (p. 5)
deciduous trees	trees that lose their leaves in the fall and grow them in the spring (p. 5)
nutrients	things from soil and food that living things use to stay healthy and grow (p. 10)
protect	to keep something from harm (p. 7)
sap	the liquid sugars trees make for their food (p. 8)
seed case	the outer covering of a seed (p. 13)
sprout	to begin growing (p. 12)

Index

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cones, 12	redwood, 4
fruit, 12, 14	sprout, 13
giant sequoia, 4	sugar maple, 11

Name _____

Instructions: Draw and label the missing parts of each tree using the words in the box.



trunk

roots

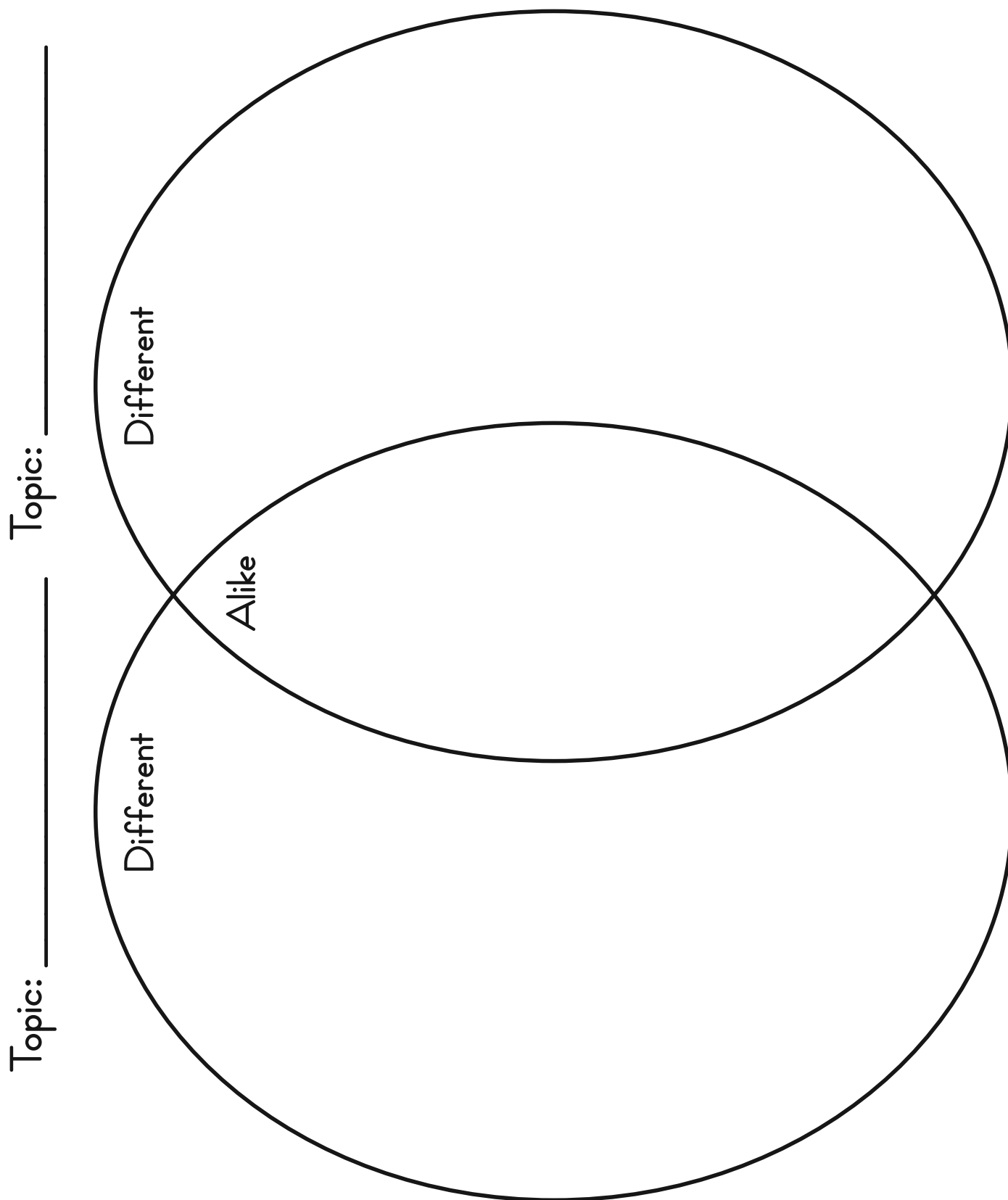
leaves

branches

bark

Name _____

Instructions: Write in the two topics you are comparing, *Deciduous Tree* and *Conifer*, on the lines provided. Write details of how the two types of trees are different in the outer circles. Write details about how the two types of trees are alike where the circles overlap.



Name _____

Instructions: For numbers 1 – 8, write the two words that were joined together to create the contraction.
For numbers 9 – 14, write the contraction made from the pair of words. Then create sentences using each contraction in parentheses.

1. you'll _____

5. let's _____

2. I'm _____

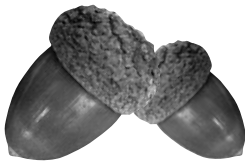
6. could've _____

3. she'd _____

7. shouldn't _____

4. they're _____

8. he's _____



9. she has _____

12. they will _____

10. we are _____

13. I would _____

11. will not _____

14. you have _____

15. (doesn't)

16. (you're)



Name _____

Instructions: Circle the metaphors in sentences 1 – 3. Then read sentences 4 – 6 and explain what each metaphor means. Finally, write a metaphor of your own.

1. The huge bulldozer was a monster destroying everything in its path.
2. I knew I was toast when I broke the window.
3. The moon was a flashlight, guiding my way.



4. He felt blue after losing the game.

The metaphor means: _____

5. The excellent grade I got on the test became medicine for my worried mind.

The metaphor means: _____

6. The beautiful flower was a jewel shining in the sun.

The metaphor means: _____

7. My metaphor: _____

I Am the Hope Diamond

A Reading A-Z Level P Leveled Reader

Word Count: 835



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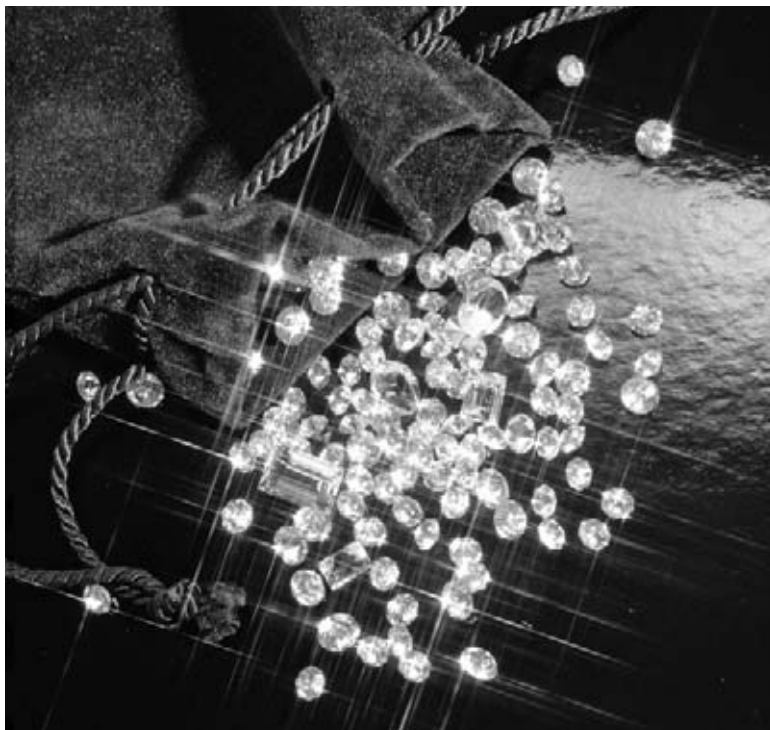


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Actress Michelle Pfeiffer's blue eyes match the blue of the Hope Diamond.

Who I Am

Maybe you have heard of me. I am the famous Hope Diamond.

I know **diamonds** can't talk, but I'm no ordinary diamond. I live in the center of a **pendant**, which hangs from a diamond necklace. Sixteen other diamonds circle around me, but I think they are tiny.

The small diamonds are clear, like pieces of glass. Most diamonds are almost clear. But me, I am deep blue, like the ocean. I am full of **mystery**, too. No one knows everything about my past, not even me. But I do like to tell my story. So let me tell you about the parts I remember. How much of my story you believe is up to you.

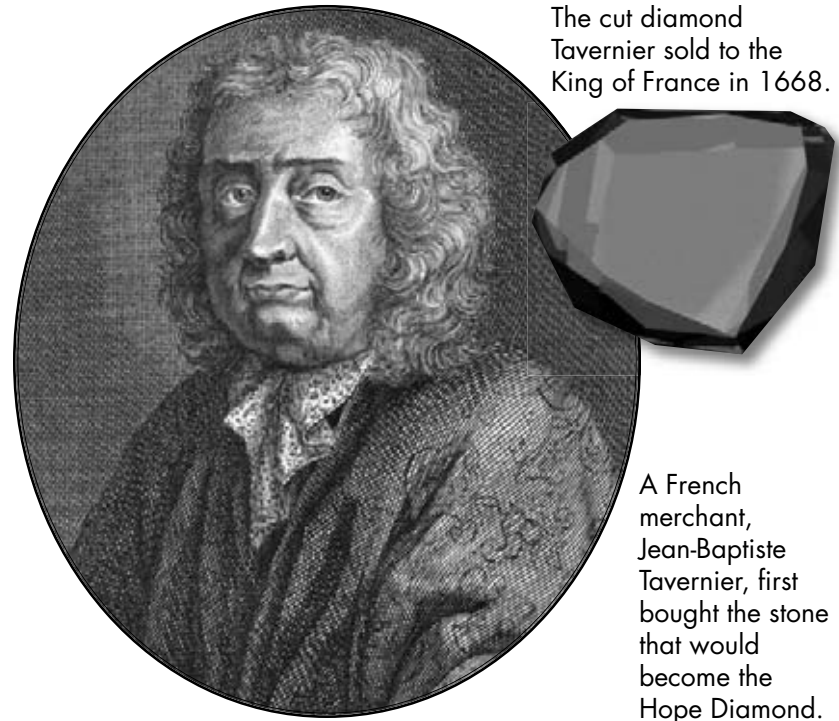


Diamonds come in many shapes, sizes, and colors, but large colored diamonds are rare.

My Early Years

I do not remember much about when I was younger, and you'll find out why very soon. I have learned about my past by listening to people. This is what I've heard them say about me . . .

It took many, many years for me to form underground. People first found me in a diamond mine in India.



The cut diamond Tavernier sold to the King of France in 1668.

A French merchant, Jean-Baptiste Tavernier, first bought the stone that would become the Hope Diamond.



Word Wise

In ancient times, seeds from a carob tree were used to see how much a diamond weighed. Most carob seeds are the same size and weight. Over time, the word "carob" turned into "carat."

They knew I was special right away. I was deep blue, of course, and weighed more than 100 **carats**. That's lighter than five nickels, but it is heavy for a diamond. Many diamonds used in rings today weigh about one carat.

Back then it was good enough to be blue and big. After many years, some people wanted me to be a different shape. They thought it would make me even more amazing.



King Louis XIV and his Blue Diamond of the Crown

In 1668, I was sold to the king of France. Then I was cut in a special way to give me many **facets**, or faces. My new facets made me brighter and improved my shine. If the cutting hurt, I can't remember because that part of my memory was cut off. In the end, I was a little heavier than 67 carats, a loss of about one-third of my weight. I also had a new name: Blue Diamond of the Crown.

I liked my royal life in France. Many kings wore me over the course of a century. Then, in 1792, I was stolen! I was scared. The good news was that I was found in England. The bad news was that I had been cut again. I weighed about 45 carats, or less than half my original weight. I was down to about the size of a quarter. Other diamonds were still jealous of me, but I felt small.

Do You Know?

Only other diamonds can cut diamonds.
Diamonds are the hardest natural materials on Earth.

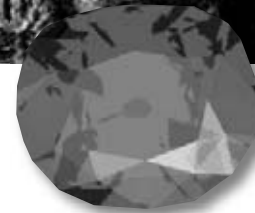


Smaller and Smarter

I have weighed about 45 carats for almost 200 years. I remember when a



Henry Philip Hope and the now round Hope Diamond



man named Henry Philip Hope bought me. He lived in England, and he is why I am called the Hope Diamond. He owned many colored diamonds, but I was one of his favorites. He had me **set**, or placed, in a pin that could be worn. I was usually kept in a drawer, but I felt safe.

I stayed in the Hope family for years after Mr. Hope died. In 1901, I was sold and sent to New York. Then I was sold and sold again. After a time, I was back in France!

Turkish Sultan Abdul Hamid II bought the Hope Diamond in 1908, but sold it just one year later.



Do You Know?

Diamonds are sold based on the four **C**s:

- **Carat:** weight
- **Color:** most are colorless, or nearly colorless.
Diamonds with colors such as blue, pink, yellow, brown, red, or green, are rare.
- **Cut:** the shape of a diamond's straight edges
- **Clarity:** clear or cloudy

This time while I was in France I did not live with a king. I lived with Mr. Cartier, who sold **jewels**. A customer of Mr. Cartier's named Mrs. McLean saw me when she was visiting France. She said she did not like me. My feelings were hurt!



Mr. Cartier believed Mrs. McLean would buy me, though. He took me to New York and set me in a new necklace. Then he showed me to her again, and she wanted me. I had never looked better!

Evalyn McLean wears the Hope Diamond, which is now set in a necklace.

Sometimes, Mrs. McLean thought I was her lucky charm. Other times, she thought I was bad luck. But she wore me a lot, and I liked that. I liked to be out and about.



Mrs. Harry Winston presents the package containing the Hope Diamond to Leonard Carmichael, right, of the Smithsonian Institution.

Mrs. McLean kept me until she died. Then I was sold again, to Harry Winston, in 1949, who taught me that I was not the most important thing. For years, he and I traveled together. We raised money for **charities**, and I was glad to help.

Blue, but Hopeful

In 1958, Mr. Winston gave me to the Smithsonian Institution. It is a **museum** in Washington, D.C., and it is where I



Tourists admire the Hope Diamond in its case housed in the Harry Winston Gallery at the Smithsonian.

still live. People from around the world come to see me. They talk about how beautiful I am. Some of them say I give people bad luck. If only they could hear me! I'd tell them I'm the

one with bad luck. After all, I am locked away in a museum.

I have taken four vacations since I moved into the museum. I went back to France, down to South Africa, and went twice to New York. The people here keep me clean and protect me. But I am still blue, and I'm not talking about my color. I want to go to parties. I want kings to wear me again. Even though I am feeling down, I think these things might happen again someday. They don't call me the "Hope" Diamond for nothing.

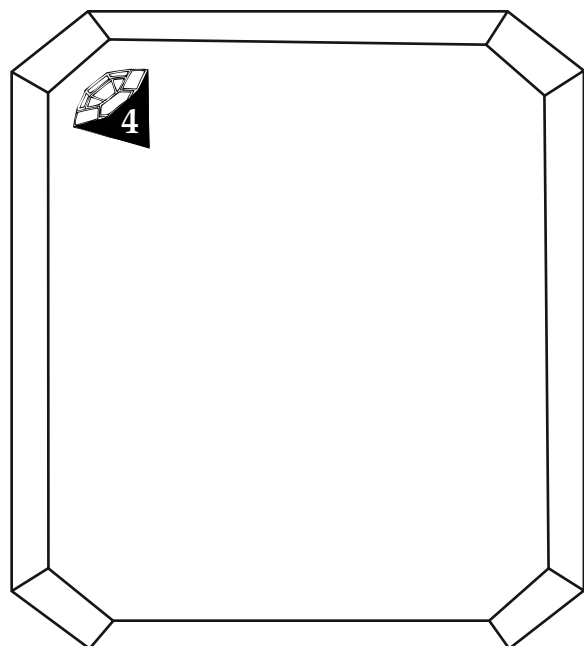
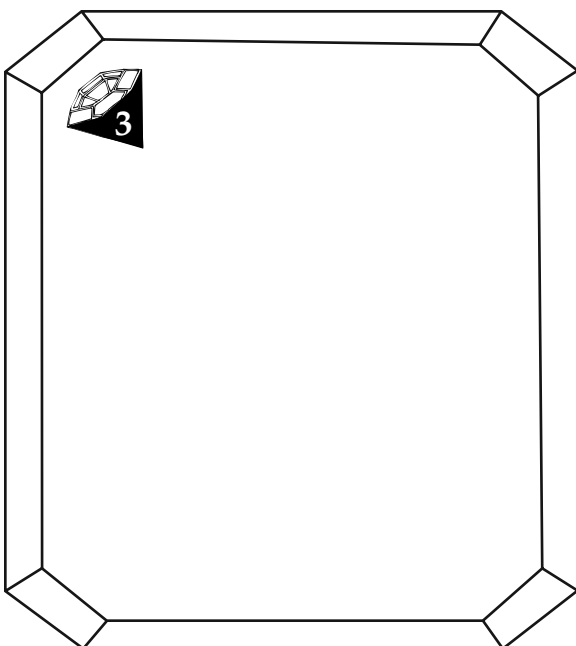
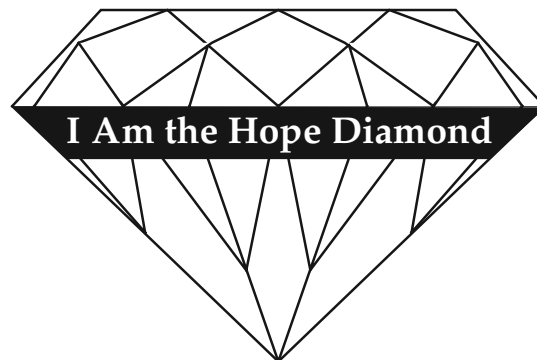
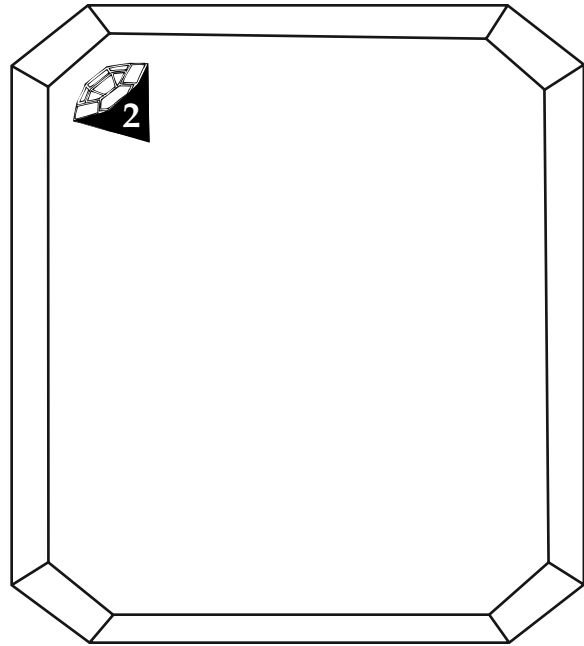
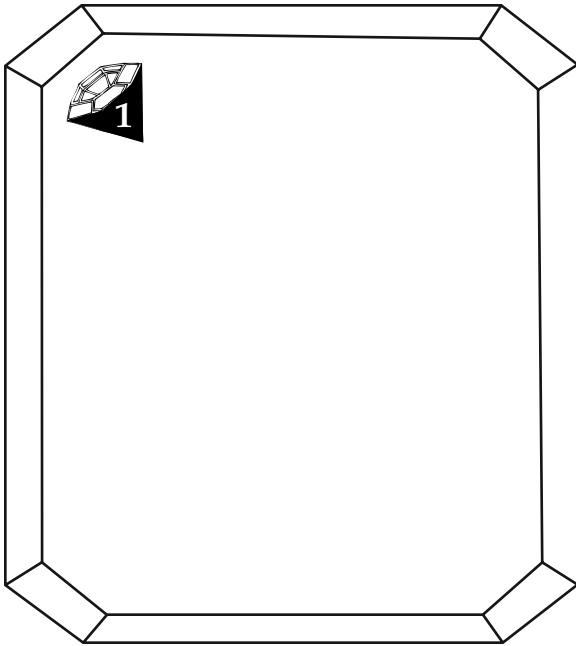


Glossary

carats	units of weight for diamonds and other jewels (p. 7)
charities	organizations that help people who need it (p. 13)
diamonds	the hardest known natural materials, formed by great heat and pressure underground (p. 4)
facets	the faces, or sides, that are made when a stone is cut (p. 8)
jewels	stones with a high value or price that are used as decoration (p. 12)
museum	a building used to store and show objects important to history, science, or art (p. 14)
mystery	something that is unknown or difficult to explain (p. 5)
pendant	an object or ornament that hangs from a necklace (p. 4)
set	to place or mount a jewel in a certain way that is meant to be pleasing to look at (p. 10)

Name _____

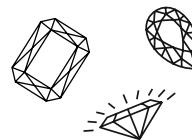
INSTRUCTIONS: Visualize information as you read. Then draw what you pictured in the gems.



Name _____

INSTRUCTIONS: As you read, identify the feelings and thoughts of the Hope Diamond, and write them in the box titled *First-Person Point of View*. When you are finished reading, answer the question at the bottom of the page.

First-Person Point of View



I AM THE HOPE DIAMOND • LEVEL P • 2

How does this story show elements of fantasy? Give at least two examples from the story.

SKILL: POINT OF VIEW

Name _____

INSTRUCTIONS: Read each singular noun below. Then change each singular noun to a plural noun and write it on the line.

1. necklace _____
2. story _____
3. shape _____
4. crown _____
5. journey _____
6. penny _____
7. customer _____
8. spy _____
9. bury _____
10. vacation _____

11. Write the rule you use when creating a plural for a word ending in -y.

Name _____

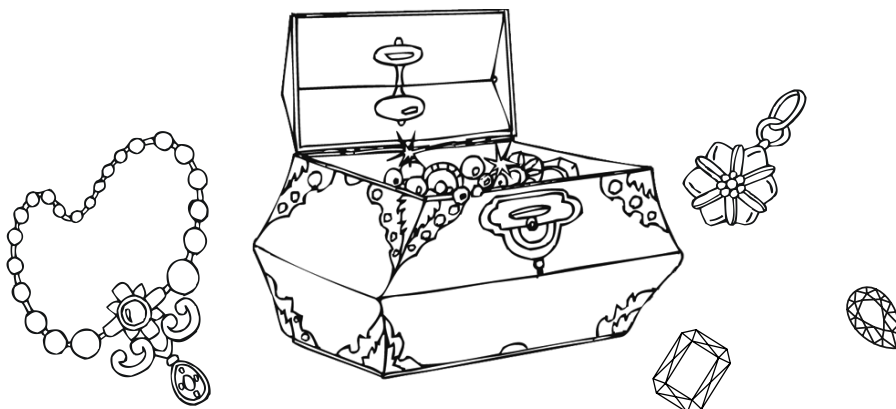
INSTRUCTIONS: Cut the words apart and arrange them in alphabetical order.

blue	facets	carats	jewels
Cartier	museum	diamonds	royal
pendant	Institution	charities	diamond
India	mystery	beautiful	weight



I AM THE HOPE DIAMOND • LEVEL P • 4

SKILL: ALPHABETICAL ORDER



History to Chew On

A Reading A-Z Level P Leveled Reader

Word Count: 733



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History to Chew On
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Correlation

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Reading Recovery	21
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Chew on This

Dogs can chew bones. Cows can chew **cud**. But what can people chew? People can chew gum.



Have you ever wondered where gum comes from, how it's made, and who first started chewing it?

The First Chewers

Some people think the first people to chew gum were Americans, but that isn't true. Many years before Europeans discovered North America, people from different countries chewed all sorts of gummy stuff that came from plants.

People from Greece chewed *mastiche*. Native peoples from South America chewed *chicle*. In India, *betel* was popular.



Chewing betel nuts and leaves stains the teeth red.

Native peoples from North America liked a sticky “goo” made from the sap of spruce trees. Some Europeans who settled in North America found out about the goo, tried it, and liked it.



You, however, may not have liked the spruce gum. It had very little taste. It



wasn't until 1850 that John Curtis added flavor to “spruce up” the spruce sap. He named it Maine Pure Spruce Gum and sold it to other North American settlers.

Spruce sap drips from a cut in a spruce tree.

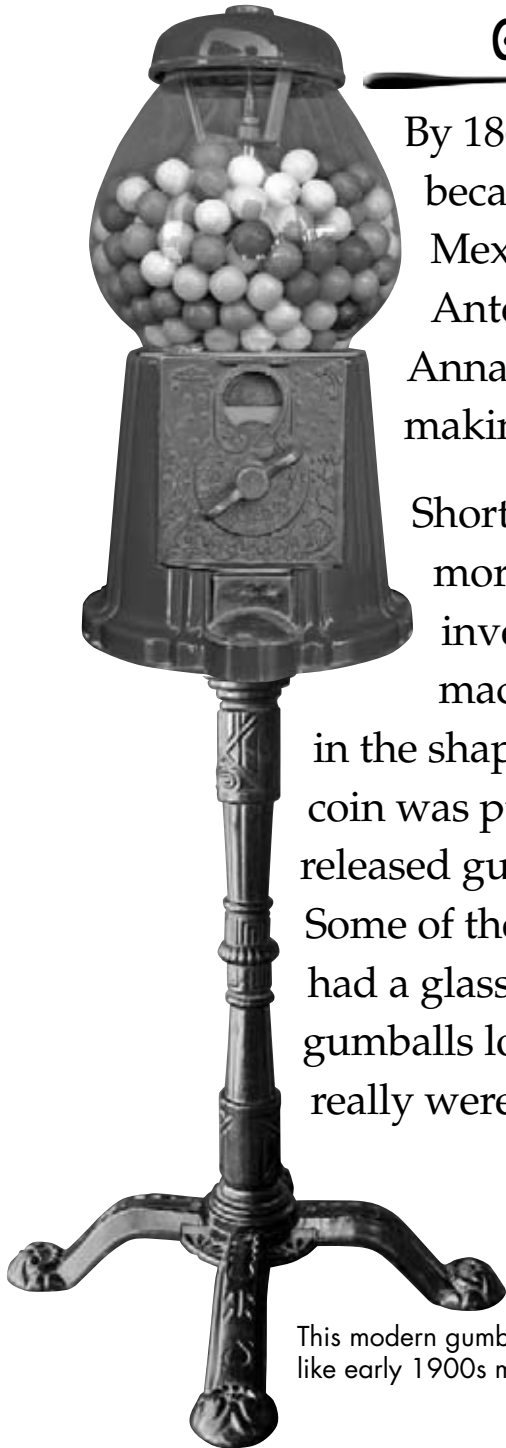
Gum Machines

By 1869, chewing gum became so popular that a Mexican general named Antonio Lopez de Santa Anna invented a gum-making machine.

Shortly thereafter, more machines were invented. Some of the machines released gum in the shape of balls when a coin was put into a slot. Others released gum in little sticks. Some of the gumball machines had a glass globe that made the gumballs look bigger than they really were.



This modern gumball machine looks like early 1900s machines did



Do You Know?

Thomas Adams was also the first to create Tutti-Frutti gum, selling it in New York City subway stations in 1888.

What the inventors didn't expect was for the kids to learn how to stick their fingers into the machine to pluck a free gumball. It took Thomas Adams, a New York gum inventor and salesperson, to figure out how to correct that mistake.

Gum Control

One of the biggest problems with chewing gum continues to be the way people **discard** it. Many spit it out onto sidewalks or stick it underneath their desks or chairs, or somewhere worse. It can make a nasty mess.

In fact, in the early 1900s, the New York Central Railroad had to hire a full-time gum removal employee. Each night the employee would collect seven to eight pounds of gum that people stuck to places in New York Central Station.

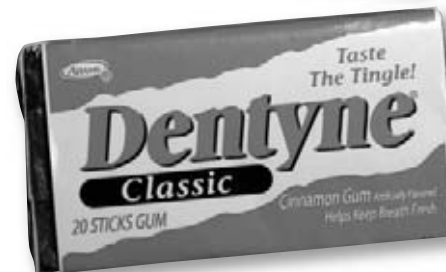
Since 1960, people have been putting their chewed gum on an old brick building in San Luis Obispo, California.

The place is called Gum Alley. It has become a very **tacky** wall.



Different Types of Gum

What is your favorite type of chewing gum? There are many different types to choose from. The most well-known are a small stick or a **wad**.



In the 1930s and '40s, the most popular flavors were Juicy Fruit, Spearmint, Doublemint, Double Bubble, Black Jack, Beeman's Pepsin, and Dentyne.

Now there are all sorts of different flavors—some sugar-free, some hot and spicy, some even good for your teeth and breath.



The Wrigley Building in downtown Chicago was named after the Wrigley family.

Getting Rich by Making Gum

William Wrigley, Jr. added different flavors to his gum, making it taste better. His first flavors were called Lotta Gum and Vassar, and in order to get people to taste it, he sent a piece of it to one and a half million people—everyone listed in the United States phone books in 1892.

People loved it and started buying it. He became so rich from gum sales, he was able to buy a professional baseball team, the Chicago Cubs. He also built a stadium for them, Wrigley Field. Then, he bought an island off the coast of Southern California, Catalina Island, where he could relax and enjoy himself.



Wrigley Field, where the Chicago Cubs play home games



How to Make Chewing Gum

Would you like to make your own chewing gum? It may not be so easy.

The first ingredient is a “gum base” which is usually made of **latex**, chicle, beeswax, or **paraffin** wax.

Melt the gum base until it is like a thick maple syrup. Then pour it through a fine **mesh** screen and into a mixing **vat**.



Next, add the flavoring and coloring. Then, put the mixture on a cooling belt. When it is cool and set, roll it

out, cut it into pieces, and put it aside for 24 hours before packing it. Got it?

It might be easier for you to buy your own gum than to make it yourself.





Conclusion

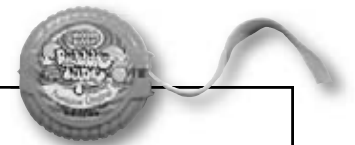
So the next time you are chewing a stick of gum or waiting for a gumball to drop from a machine, think about where it came from, how it's made, and how long people have been enjoying it—oh, and be sure to discard it properly, in the garbage (or on Gum Alley).

Glossary

cud	food digested once, thrown up, and chewed again by a cow (p. 4)
discard	to get rid of, throw away, or reject (p. 9)
latex	the sap of certain plants that becomes a solid upon reaching the air (p. 13)
mesh	the open spaces between the wires of a net (p. 14)
paraffin	a combination of water and carbon that creates a solid (p. 13)
sap	the fluid that carries food throughout a plant (p. 6)
tacky	sticky or lacking in style (p. 9)
vat	a large container used to store liquids (p. 14)
wad	a small mass of soft material (p. 10)

Do You Know?

Because discarded chewed gum can be such a nuisance, the island nation of Singapore outlawed gum in 1992.



Name _____



Instructions: In the first box, write what you're curious about. In the second box, write answers to any of the questions in the first box. In the third box, write questions you still have about the topic.

What I'm curious about

Answers to my questions

What I still want to know

HISTORY TO CHEW ON • LEVEL P • 1

SKILL: ASK AND ANSWER QUESTIONS

Name _____

Instructions: Write a main idea in each left-hand box. In each right-hand box, list up to three details that tell more about the main idea.

Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.

HISTORY TO CHEW ON • LEVEL P • 2

SKILL: MAIN IDEA AND DETAILS

Name _____

Instructions: Place commas between all the listed items in the sentences below.

1. Have you ever wondered where gum comes from how it's made and who first started chewing it?
2. Some Europeans found out about the sap tried it and liked it.
3. The most popular flavors were Juicy Fruit Spearmint Doublemint Double Bubble Black Jack Beeman's Pepsin and Dentyne.
4. Chewing gum can be sugar-free hot and spicy or even good for your teeth and breath.
5. William Wrigley owned the Chicago Cubs Wrigley Field and Catalina Island.
6. The first ingredient of gum is usually made of latex chicle beeswax or paraffin wax.
7. When making gum, you should let it cool and set roll it out cut it into pieces and put it aside for 24 hours before packing it.
8. The next time you chew a piece of gum, think about where it came from how it's made and how long people have been enjoying it.



Name _____

Instructions: Read the words in each box. Draw a line to match the words that mean the same, or almost the same.

chew

begin

wonder

think

start

munch

discover

well-known

popular

find

sap

goo

invent

create

shortly

drop

release

soon

ball

appear

look

globe

pluck

pull

mistake

toss

discard

gather

collect

error

stop

end

thick

fat

vat

tub

Deep Inside a Copper Mine

A Reading A-Z Level P Leveled Reader

Word Count: 927



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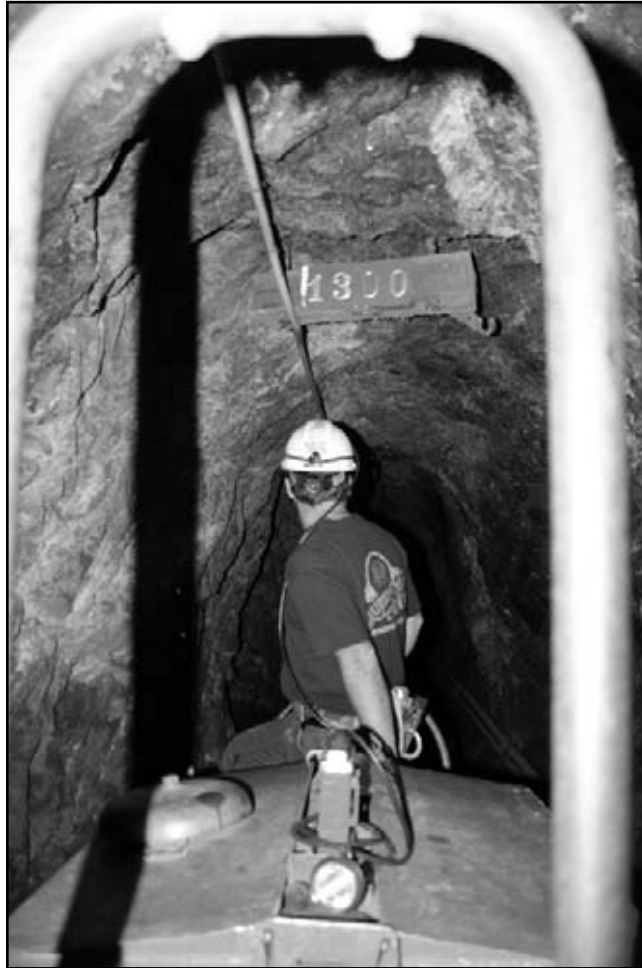
DEEP INSIDE A COPPER MINE



Written by
Tony Francisco

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DEEP INSIDE A COPPER MINE



Written by Tony Francisco

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Photo Credits:

Cover (boy): © Jupiter Images; Back cover, page 13 (Malachite): © Giles Glad/iStockphoto; All other photos: Craig Frederick/© ProQuest Information and Learning Company

Title page: The sign above our tour guide's head shows that we're 1,300 feet (396 meters) underground.

Copper Queen Hotel Bisbee Mining & Historical Museum "B" Mountain



Visit these other Bisbee attractions after touring the Queen Mine.

Special thanks go to Queen Mine Tours of Bisbee, Arizona, for allowing ProQuest LearningPage access to what was once one of the United States's most prolific copper mines.

To learn more about the Queen Mine, visit www.queenminetours.com

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The parking lot filled up as it got closer to the time of the tour.

The Queen **Mine** Tour parking lot sat virtually empty at 1:30 PM on a hot March day. Mom, Sam, and I were going on a tour of the old Bisbee, Arizona, **copper** mine at 2 PM. My favorite blue sweatshirt was tied around my waist. Mom said the mine was like grandma's house in Tennessee. Not too cold, but not warm. That translated into cool for me. On the **tour**, I learned that the mine stays at about 47 degrees Fahrenheit. Actually, that is downright cold to me.

I imagined walking through the front door of the Queen Mine Tour building and seeing a **humongous** gaping hole in a rock wall. Instead, I saw counters and shelves of **gear** on my right—yellow rain slickers, hardhats, and belt-looking things with lamps. There was an old fireplace spewing heat even though it was hot as the dickens outside. The room even



Mining equipment

smelled like grandma's house. Mom was more right than she thought.



Ticket counter



Old mining equipment



Our tour guide
Douglas Graeme

slicker

"Time to go to work."

What I didn't realize was that the rain slickers were for us. We had to put them

on before going into the mine. I hated the whole idea about putting on a heavy vinyl coat that hardly let you breathe. First, I put on my sweatshirt, then the yellow slicker. It was stiff and made crackly sounds as I shoved my arms through the clammy holes.



battery pack

I immediately felt a weight around my waist as the tour guide placed a **battery pack** around me. He showed me how to clip a lamp to my rain slicker; then, I heard it snap closed. The best part was that I got to wear a

hardhat. It almost made the yucky, stiff feeling of the slicker worth the trip.



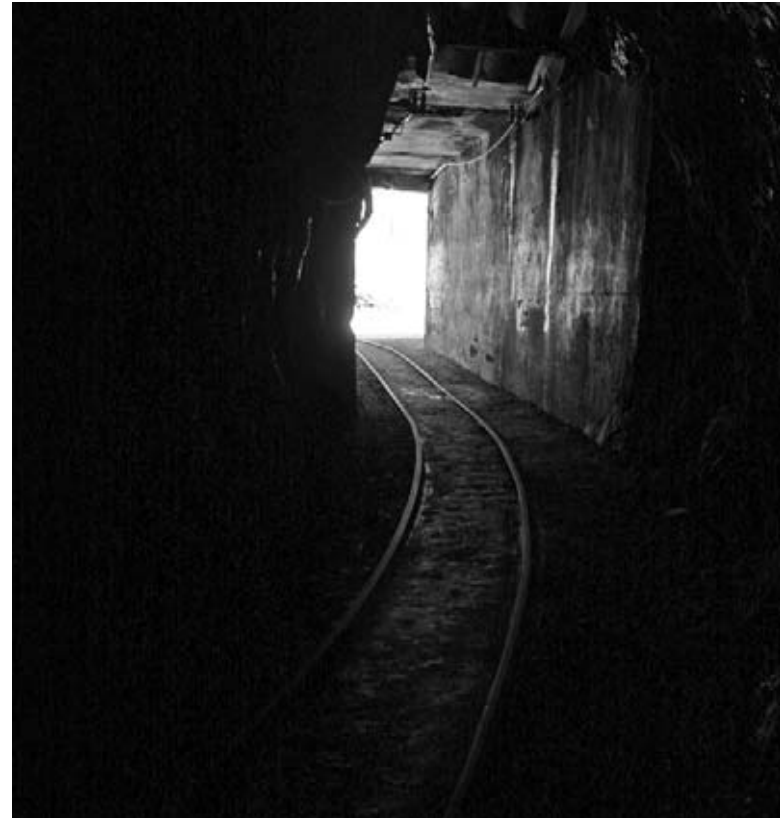
hardhat

We walked through the building and out the back door to the outside. The sunlight hurt my eyes and made me see stars. My sweatshirt and slicker weighed more than I thought they would.

We climbed on board what the tour guide called a man-car. All of the sudden this was getting to be fun. Everyone had to straddle these padded benches in the center of each car like we were riding on the back of one long horse. The guide started up the engine, which sounded like a big lawn mower, and the man-car chugged toward the mine.



And we're off...



One last peek at sunlight

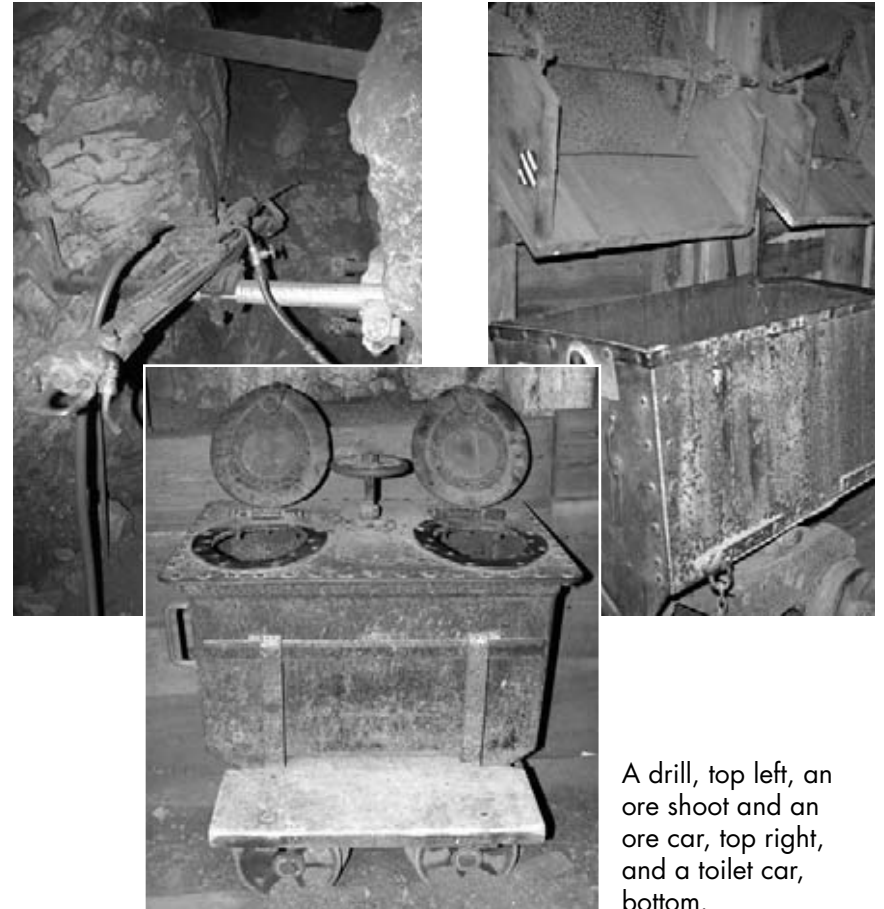
We got about 100 feet into the mine when the tour guide stopped. He said that if anyone felt **claustrophobic** they could get off and walk back. Mom explained to me that some people are scared of tight places. I have to admit, the **tunnel** was pretty narrow and stuffy. No one turned back though.

The clang, clang, of metal wheels on metal tracks made a racket in the tunnel. The man-car vibrated as the angle going down got steeper. The lamps we clipped to our slickers soon became the only lights in the mine.

The man-car stopped on the third floor down. We got off and walked through a side tunnel. This tunnel was wide enough to fit about three people across.



Through the spaces between wood slats on the tunnel walls I could see dark rock.



A drill, top left, an ore shoot and an ore car, top right, and a toilet car, bottom.

The air in the mine smelled and tasted funny. It was like I was breathing bits of the copper. It made my teeth hurt. The air was damp, too. Small patches of mud dotted the dirt floor. I could see why we needed the slickers as water drops fell from the rock above us.

The guide told us stories about his work in the mine. He showed us a cage, which is an elevator with wire mesh instead of walls. He said it took miners all the way down to the bottom of the mine. They would cram the elevator full of miners and then go down. Miners really couldn't be claustrophobic and keep their jobs.

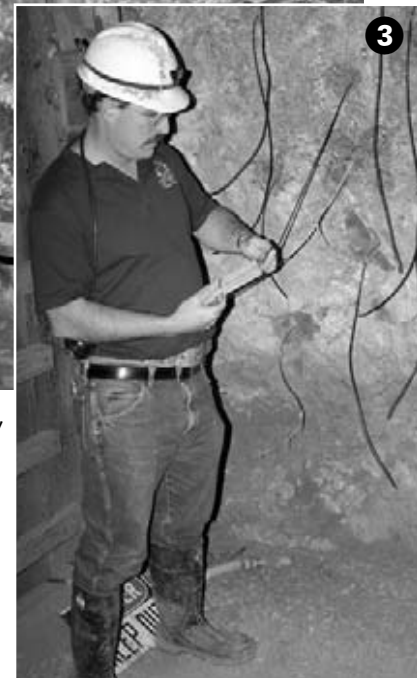
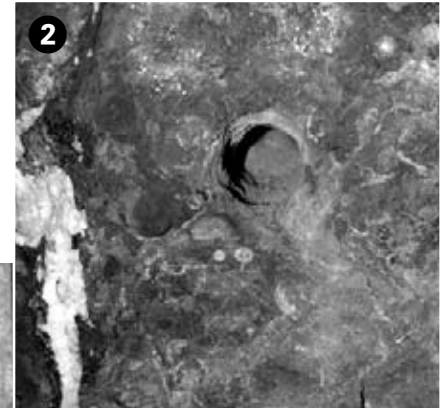


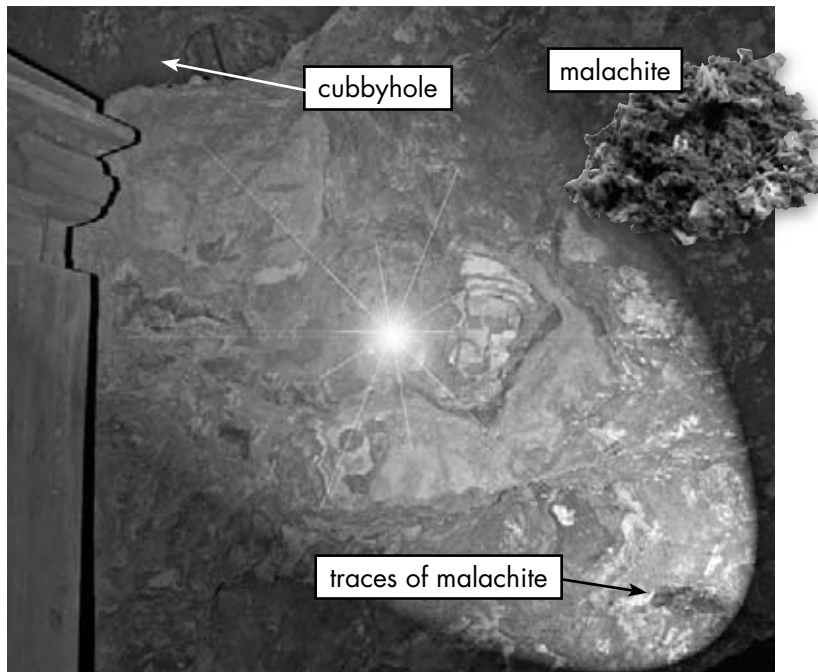
The cage didn't look like it would be fun to ride down into the mine.

The guide showed us some holes in the wall. Miners filled the holes with sticks of **dynamite** and wired them to blow up the rock. The miners would blast the rock at the end of their shift. After a blast, the air would be thick with dust, making the air heavy and hard to breathe.



① A miner would use the drill, above, ② to make holes in the rock, top right. ③ A stick of dynamite would go into each hole before being wired for blasting, bottom right.





The different shades of color in the ceiling showed us some minerals found in the mine.

We went to another part of the mine before we headed back to the top. This part was a big room with lots of little **cubbyholes**. The tour guide asked us to shine our lights on different parts of the room. I couldn't believe it! Every now and then, a light would glance off something with a dull shine. He said that was malachite, a beautiful green mineral often found with copper **ore**.



The guide turned off the lights, and here I am waving my hand in front of my face, which I can't see.

At one point in our tour, the guide had us all turn off our lamps. Oh, my gosh, it was so dark. I had never been in total darkness before. There was absolutely no light. I held my hand right in front of my face and I couldn't even see it. Just as I was beginning to feel scared, the guide had us turn our lamps back on.



Do You Know?

The Queen Mine produced 8 billion pounds of copper in its 100 years of operation. The copper came from copper ore, which needs to be smelted before the metal in the rock can be used. Also produced by the Queen Mine were:

- 2.8 million ounces of gold
- 30 million pounds of lead
- 77 million pounds of silver
- 371 million pounds of zinc

When we got back to the top and the tour was done, I was happy to feel the sunshine. I couldn't wait to get out of the slicker, heavy belt, and hardhat. I ditched the gear where the guide said to, then ran to the fire to warm up. I couldn't believe I was so cold, but I was. Though it was later than when we arrived, it was still a hot 90 degrees outside and that felt warm against my cold skin. Though I had enjoyed the trip through the mine, I had to admit that being a miner was not the job for me.



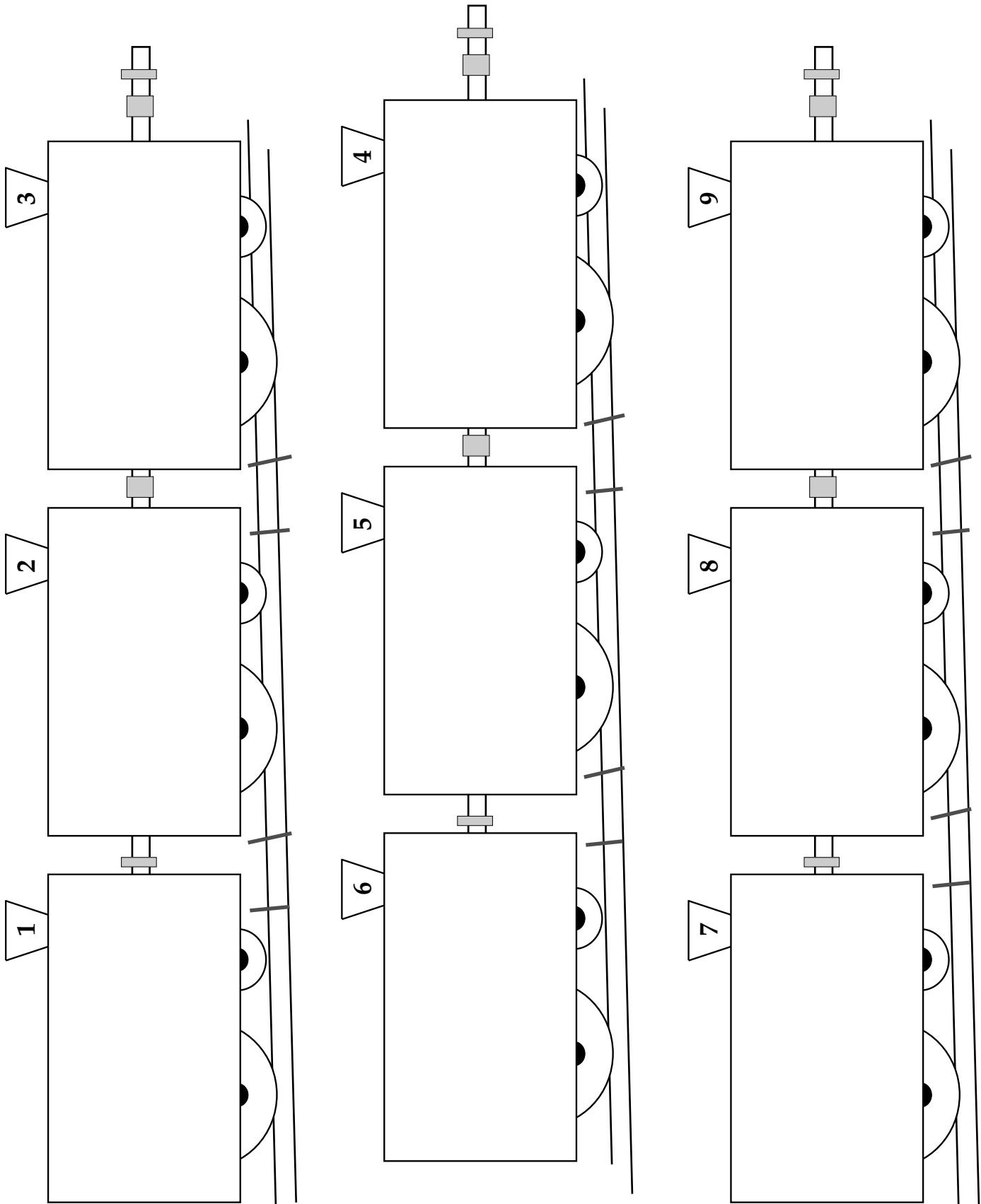
Everyone leaves to go home.

GLOSSARY

battery pack	an object that converts chemical energy into electric energy (p. 6)
claustrophobic	afraid of small, tight places (p. 8)
copper	a soft red-brown metal (p. 3)
cubbyholes	small spaces or rooms (p. 13)
dynamite	an explosive material used for blasting (p. 12)
gear	the equipment needed for an activity (p. 4)
hardhat	a covering made of metal or plastic to protect the head (p. 6)
humongous	very large (p. 4)
mine	a place where minerals are taken from the ground by digging or blasting (p. 3)
ore	a mineral from which metal can be smelted, or removed (p. 13)
tour	a sightseeing trip (p. 3)
tunnel	a passageway constructed underground (p. 8)

Name _____

Instructions: Write an event from the trip to the Queen Mine in each train cart. Be sure to tell the events in the correct sequence. You may use the back of the worksheet if more space is needed.



Name _____

Instructions: For each common noun, write an example of a proper noun. The first one is done for you.

Common noun:

Proper noun:

teacher

Mrs. Smith

city

dog

man

doctor

country

school

principal

day

athlete

restaurant



Name _____

Instructions: *Multiple-meaning words* are words that sound and are spelled alike, but have different meanings. Read each word. Then write two sentences, each using a different meaning of the word.

Word	Sentence
date	1. _____

	2. _____

feet	1. _____

	2. _____

right	1. _____

	2. _____

saw	1. _____

	2. _____

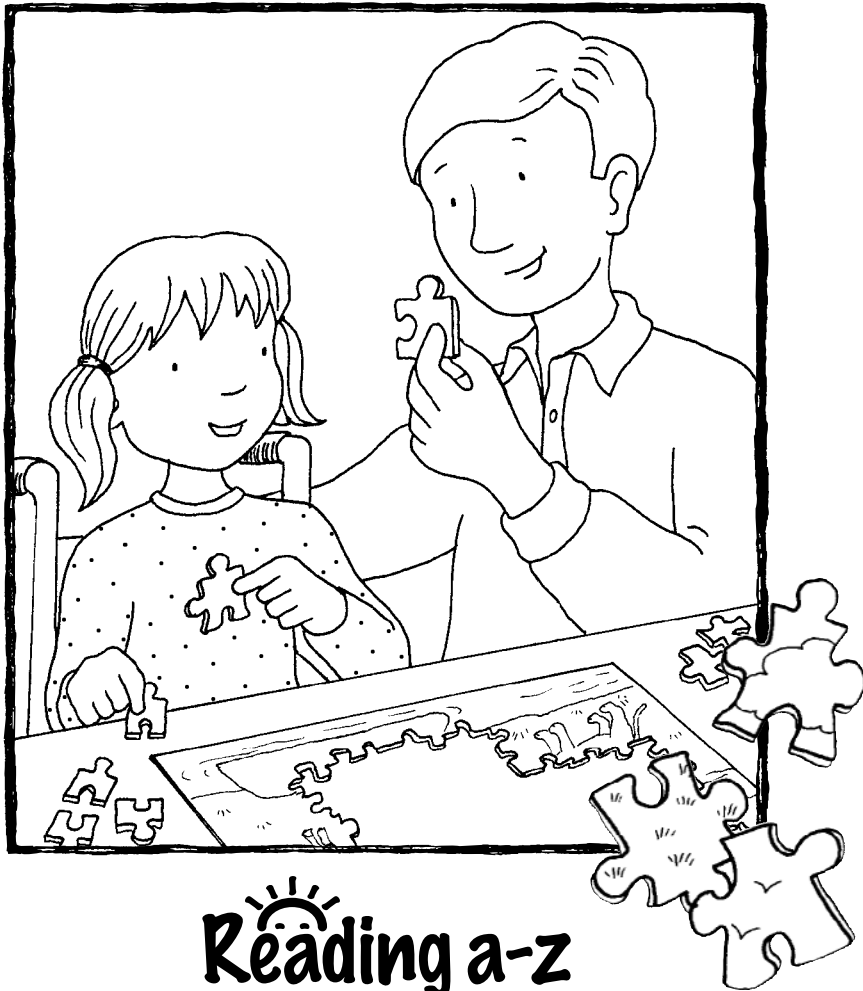
spring	1. _____

	2. _____

Becky's Puzzle Problem

A Reading A-Z Level P Leveled Reader

Word Count: 1,157

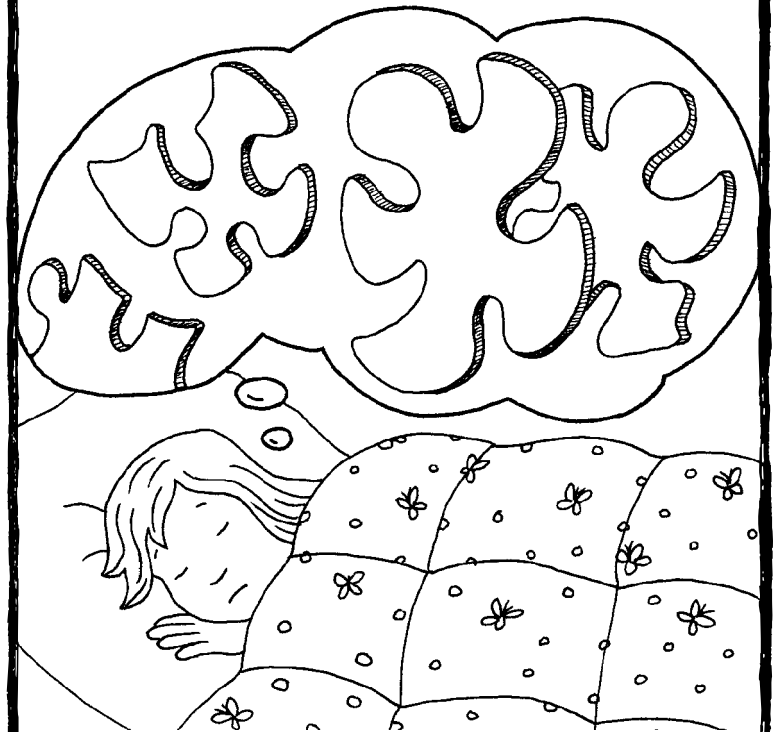


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Becky's Puzzle Problem



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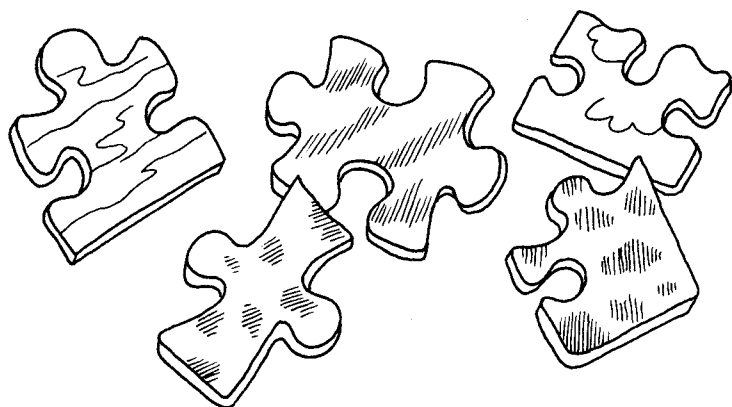


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Becky Finds the Perfect Puzzle

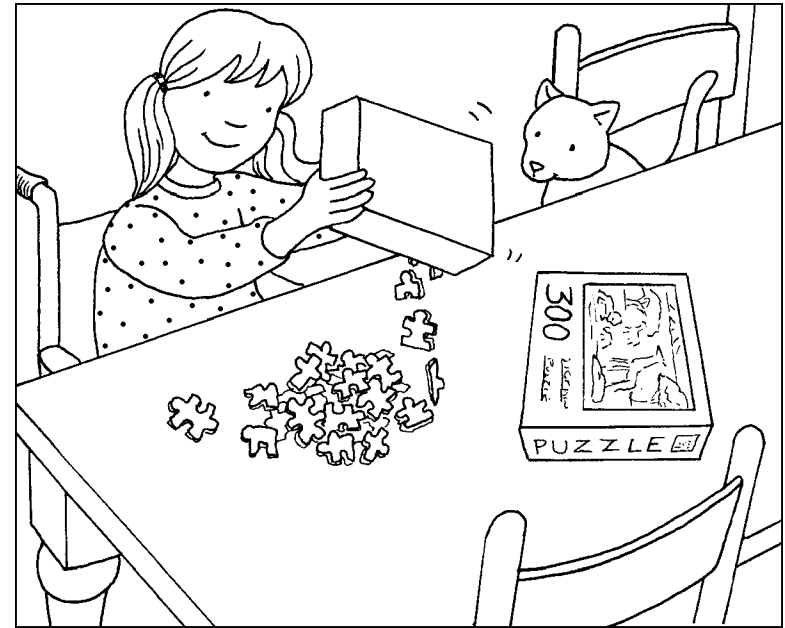
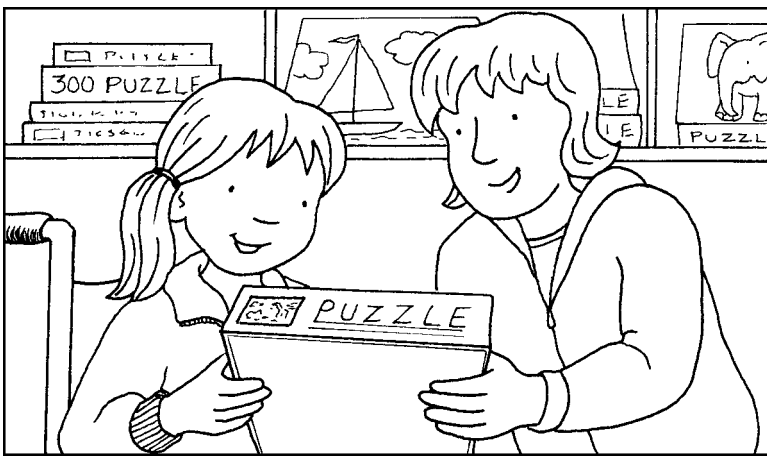
It was a gloomy, rainy Saturday, but even so, Becky was very excited. Today was the day she would be picking out a new puzzle—a birthday gift from Mom and Dad.

Becky was a “puzzle person,” or so her mom said. She had started with baby-size wooden ones, progressed to 50 pieces, then 100, and then 200. Now it would be a bigger **challenge**, her first 300-piece puzzle. And even better, she had a three-day weekend ahead to put it together.



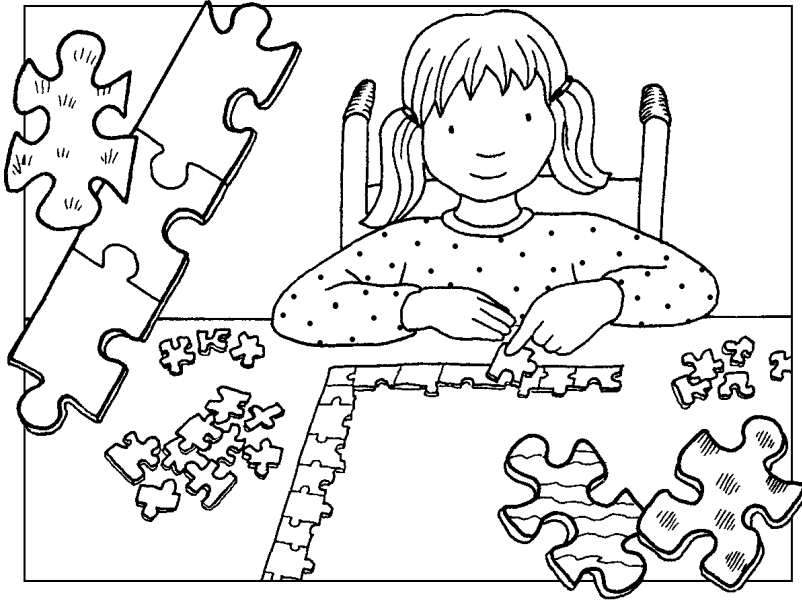
At the toy shop, she was overwhelmed with the **array** of puzzles. Some had as many as 9,000 pieces! At last, she found the 300-piece puzzle section, and saw one she liked.

“Mom, I found it,” Becky said. “Right here, the one with the animals.” It was beautiful—a painting of African wild animals near a watering hole. A snowy mountain was in the background, and birds were flying around. “It’s neat because you can see the whole picture in the water, too,” she said. “It’s like having two puzzles in one.”



At home, she carefully cleared off the large dining room table and measured the area the puzzle would cover. The box said 16 by 24 inches.

Becky carefully dumped the pieces out onto the table, and turned them over, right side up. This took a little time, and she was **impatient** to get going. “This does look like a lot more pieces,” she said. In fact, there were twice as many pieces as the last puzzle she completed.



🧩 It's All in How You Look at It 🧩

First, she searched for straight edges to make a frame for the picture. Some of these pieces were easy to spot; others had just a teeny-weeny bit of a straight edge. Then she began to spot pieces that might go together . . . pieces of a tree . . . the zebra's stripes . . . the distinctive marks of the giraffe. Those pieces she put together in little piles off to the side. She was getting **organized**! By lunchtime, Becky had two sides completed.

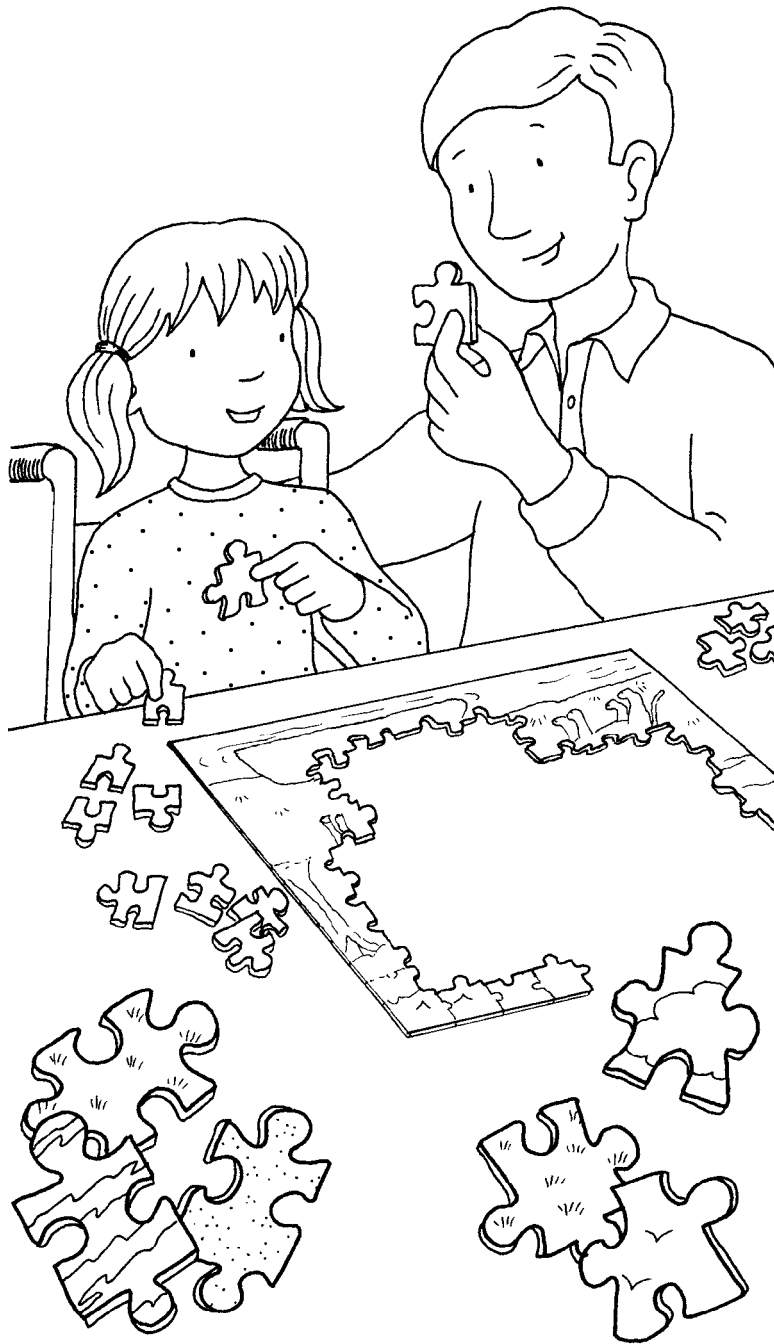
Later that afternoon, her dad came and sat down next to her. "How's it going?" he asked, as he picked up a piece. "Okay," Becky said, "but this is taking longer than I expected."

"I always look for shape first," Dad said. "It's a **trick** I learned from my father."

Becky looked up at her dad. "Grandpa John?" Try as she might, Becky could not imagine her father as a little boy doing a puzzle with Grandpa.

Dad said, "I put all the ones with the loop out over here, and the long ones over here." Well now, that was news to Becky! She had never considered shape as a way to **separate** pieces. He continued, "This way when you need one like this," he held up a squarish piece, "it will be here in this pile."

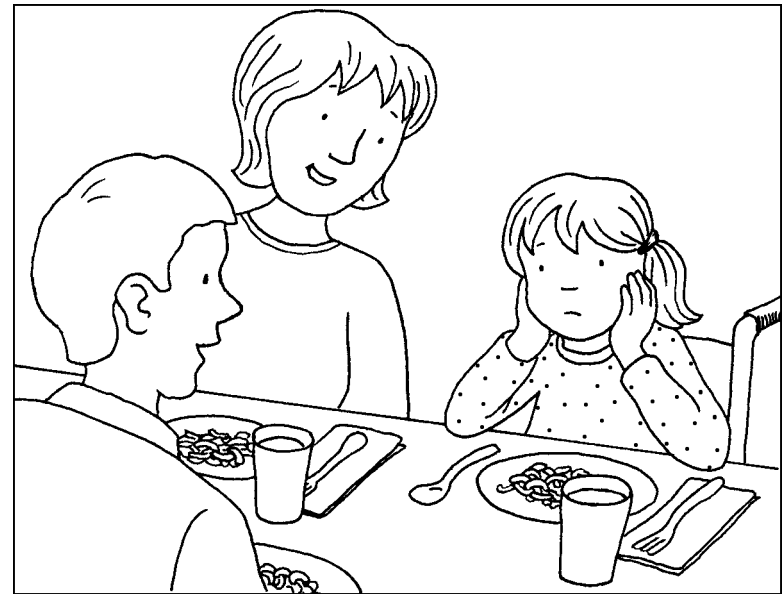
Dad pushed his piece in place, and said, "Got one!"



🧩 Becky Hits a Snag 🧩

Now things were moving along better; the giraffe's head was easy. But then Becky hit a snag—too many grassy areas that all looked alike. Even the shape trick wasn't working. She was getting tired, hungry, and a little **discouraged**. The day had gone by fast. The rain had stopped, and it was dark outside.

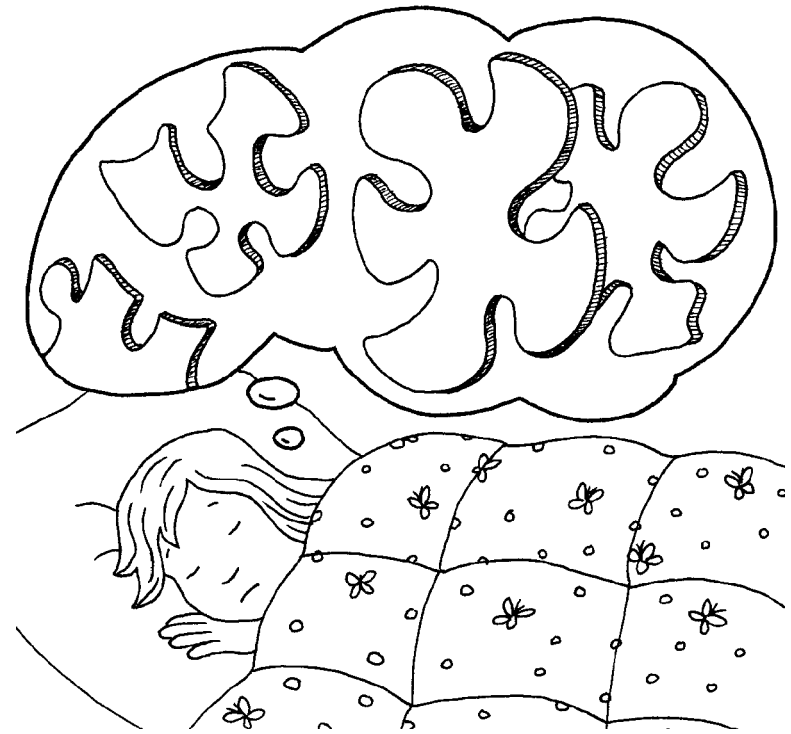
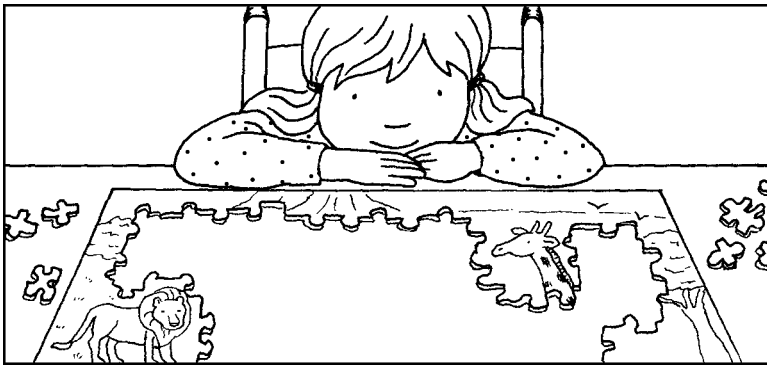
"Time for dinner, Becky," called Mom.
"Your favorite, mac and cheese."



Mom looked at Becky closely. "You look unhappy, Becky. Something wrong?" Becky admitted this puzzle was much harder than she expected. Her head hurt from working on it all day.

"Well," Mom said, "after dinner, we'll take a look at it together."

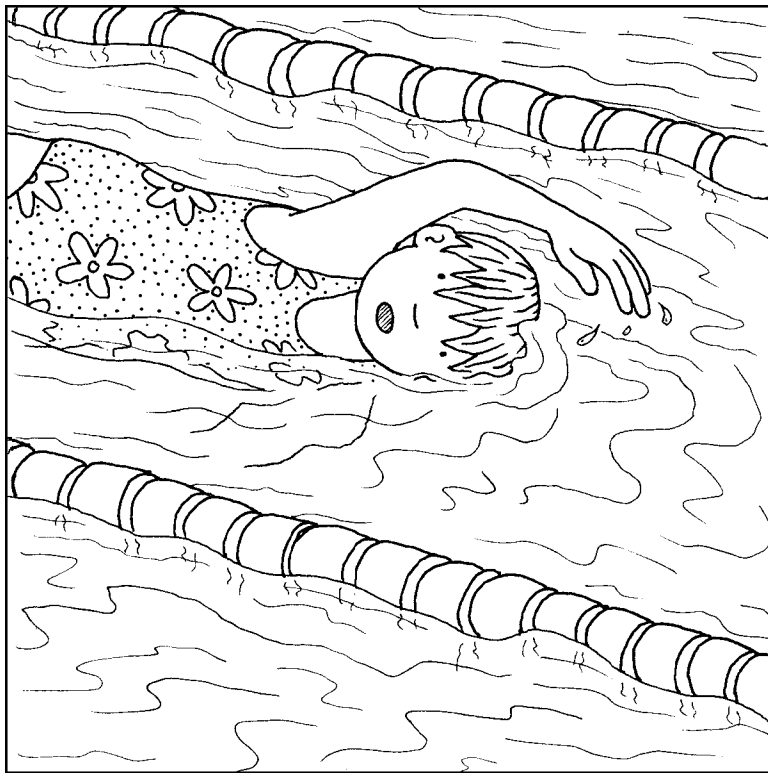
After dinner, they pulled up another chair, and moved the table over a bit so they could all sit together. Becky was now looking at the puzzle upside down, and immediately saw three pieces that fit! This was great! "Hey, look, just moving over here gave me a different way to see where the pieces fit."



🧩 The Dream 🧩

That night, Becky dreamed about the puzzle. Big lopsided pieces were floating in space, and would NOT organize themselves! Straight edges, loops, and colors were all mixed up. She woke in the morning, feeling unsure about this whole puzzle thing. *Maybe she should just cool it for a while*, she thought.

That afternoon, they all went to the gym to exercise and swim laps in the pool. Becky swam as fast as she could, completing two laps to her parents' one. She was feeling very **energetic**! For a while, Becky completely forgot about her dream and the puzzle. When they all returned home, she was eager to start her puzzle again.



🧩 Another Point of View 🧩

On Sunday, one of Becky's best friends, Sara, came over to play. Sara was a good puzzler, too. "Becky, you need to get all these shades of blue over here, see?" Becky did see, but the blues were sky AND water. Still, Sara's idea was worth trying. And there were still lots and lots of pieces to go.

Now Becky and Sara had several ways to work: by straight edge (the easy one), by **design**, by shape, by looking at the puzzle upside down and sideways, and by color.

Even with all the puzzle tricks, there were times when the two of them couldn't find the right piece. Sara even tried standing on her head. And believe it or not, that worked, too!



❧ An Unexpected Problem ❧

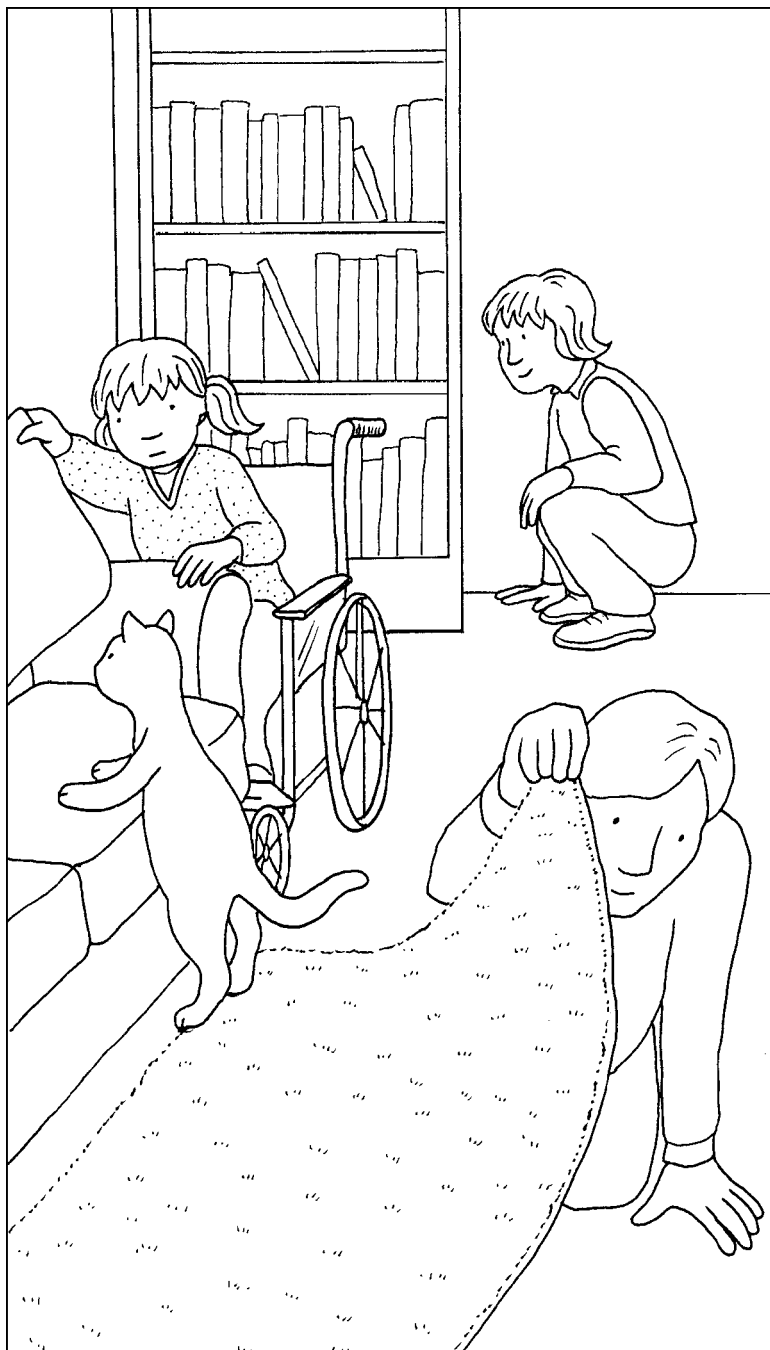
By Monday morning, the puzzle was nearly complete. By Monday afternoon, less than ten pieces were left, and Becky was starting to celebrate! It was a beautiful picture . . . but wait . . . a piece was missing! MISSING! Becky looked on the floor, on the couch, even under the puzzle.

“Mom! Dad!” she hollered, “a piece is MISSING!”

They combed through every inch of the dining room and kitchen. They checked under the rug, in back of the bookcase, underneath the couch cushions—no puzzle piece anywhere.

Becky’s mouth was turned down. A **defective** puzzle! Who would have known? It wasn’t 300 pieces, it was 299!

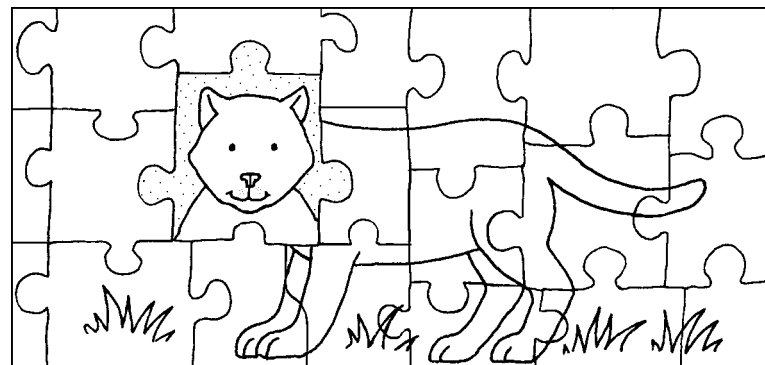
“Okay, Becky, I have an idea,” said Dad.



♣ Dad to the Rescue ♣

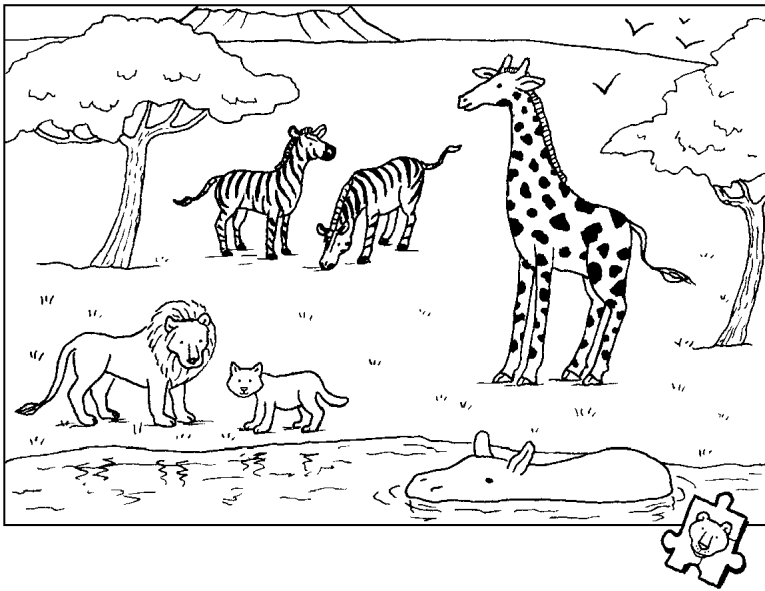
They carefully glued the finished puzzle onto poster board, and hung it next to the other four in Becky's bedroom. The missing piece wasn't even noticeable. They had found a little picture of their cat, Snowball, and cut it into the shape of the missing piece. The face of Snowball peered out where the baby lion's face was supposed to be in the puzzle. Little Snowball didn't look nearly as ferocious.

So, it looked really neat, after all. And Becky was very proud of her dad for coming up with such a brilliant idea!



❧ A Surprise Ending ❧

On Tuesday, Becky was scrambling to get ready for school. She found the missing puzzle piece in the cuff of her jeans. Stunned, she looked at it. *Now that Snowball was in the picture, what should she do?* She quickly **compared** the two pieces, and decided she liked her version better. She taped the missing piece to the edge of the finished puzzle. It was a reminder that sometimes creative puzzle solving is more than just getting pieces to fit.



❧ Glossary ❧

array (<i>n.</i>)	a large number or variety of things (p. 5)
challenge (<i>n.</i>)	a test of the ability to do something (p. 4)
compared (<i>v.</i>)	to have noticed how things are alike and different (p. 19)
defective (<i>adj.</i>)	not complete; having a flaw (p. 16)
design (<i>n.</i>)	a pattern of shapes and colors (p. 14)
discouraged (<i>v.</i>)	to feel not hopeful (p. 10)
energetic (<i>adj.</i>)	active and excited (p. 13)
impatient (<i>adj.</i>)	excited to do something and not wanting to wait to do it (p. 6)
organized (<i>v.</i>)	to have arranged things in an orderly way (p. 7)
separate (<i>v.</i>)	to set or keep apart (p. 8)
trick (<i>n.</i>)	a special skill or way of doing something (p. 8)

Name _____



Instructions: Write a prediction in the *Make* column. Revise the prediction as you read in the *Revise* column, and write a check mark in the *Confirm* column if you can confirm your prediction after reading. Record the events that actually happen in the *Actual* column.

Make	Revise	Confirm	Actual

Name _____

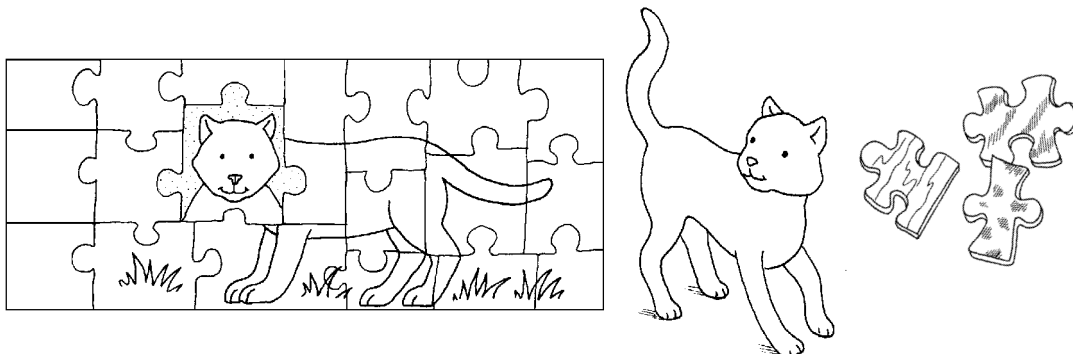
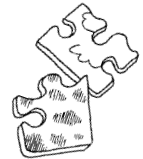
Instructions: Write problems that Becky faces under the *Problem* heading. Write possible solutions to each problem and consequences of those solutions in the next two sections. Then evaluate the solution that Becky chose and write it under the *Evaluation* heading.

Problem	Possible Solutions	Consequences	Evaluation

Name _____

Instructions: Read each sentence. Choose an adjective that makes sense in each sentence and write it on the line. Then circle the noun in each sentence that the adjective describes.

1. It was a _____, rainy day outside.
2. Becky chose a puzzle with a _____ mountain.
3. She cleared off the _____ dining room table.
4. There were many _____ puzzle pieces.
5. Becky thought it was a _____ puzzle.
6. She went swimming in the _____ pool.
7. The puzzle was a _____ picture.
8. She discovered that a _____ piece was missing.



Name _____

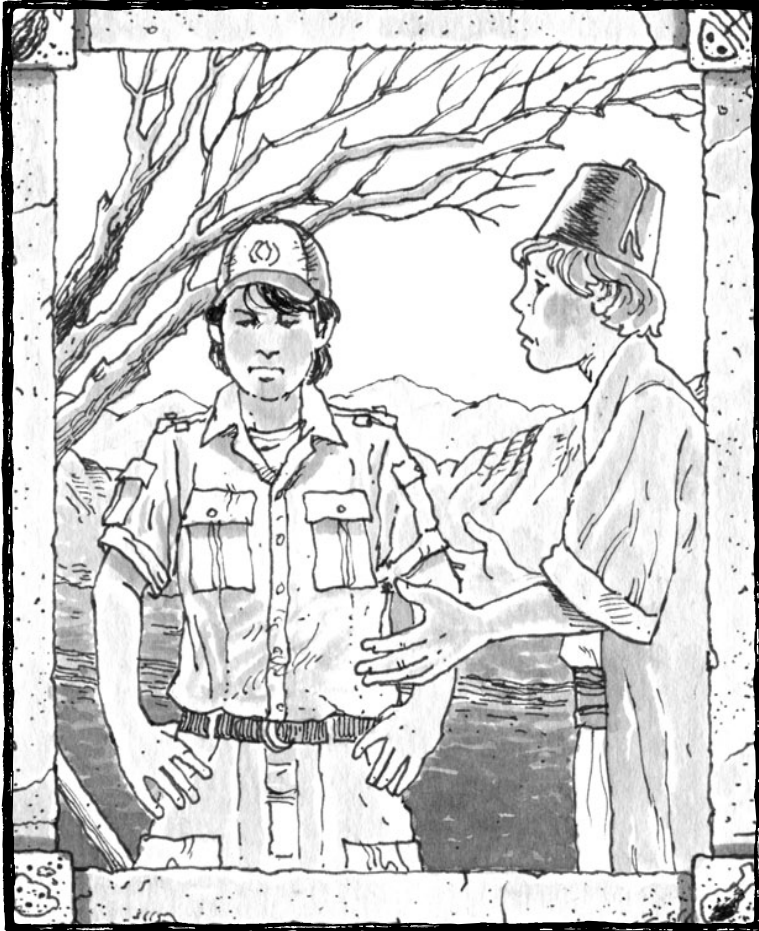
Instructions: Read the words in each box. Draw a line to match the words that mean the same, or almost the same.

gloomy	improve	easy	same
progress	begin	alike	simple
start	dark	unhappy	sad
impatient	looked	piece	finish
pieces	anxious	area	space
searched	parts	complete	part
hurt	quickly	great	uneven
dinner	supper	bumpy	terrific
immediately	ache	right	correct

Inside the Beast

A Reading A-Z Level P Leveled Reader

Word Count: 656

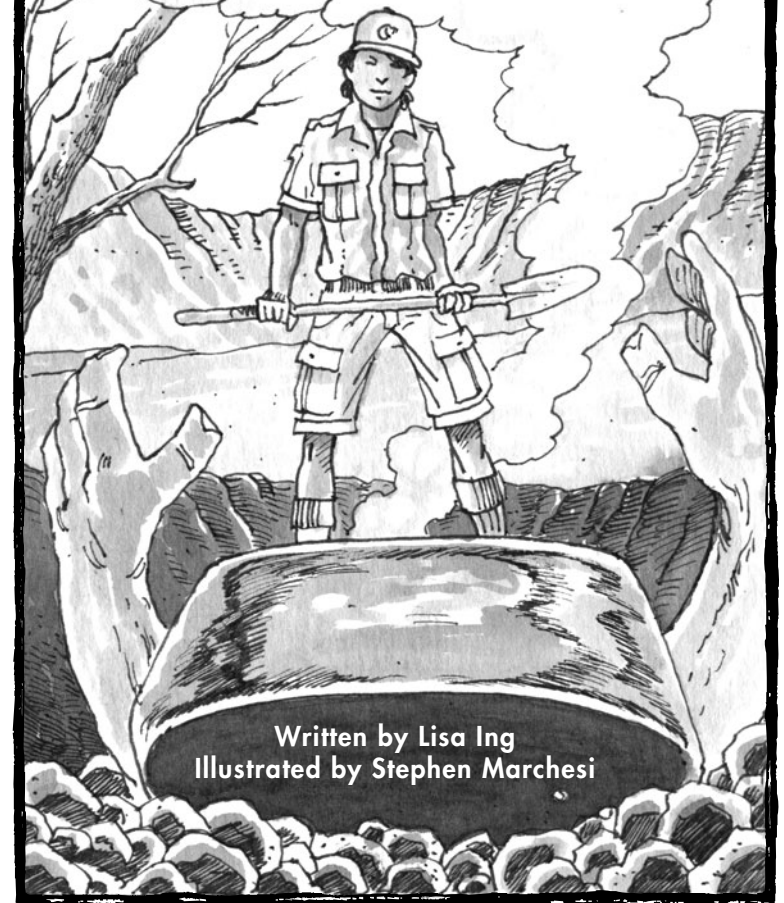



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LEVELED READER • P

Inside the Beast



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Illustrated by Stephen Marchesi

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Correlation

LEVEL P	
Fountas & Pinnell	N
Reading Recovery	21
DRA	30



Ahead of me, the great beast roared from the pit. It seemed to be in pain. Its huge mouth opened and closed quickly again and again. A **stench** came from within.

“Atenga, what is that thing?” I asked my guide.

“It feeds the group, Wanderer of the Wastes. It is our **protector**, the Great Ice Beast Egdirf, from the frozen north.”

I stepped forward toward the edge of the pit. Below, the skin of the creature lit up like silver moonlight dancing on black water. The guide hung back, fear in his eyes.

The beast roared again, its stench and pain filling the air.

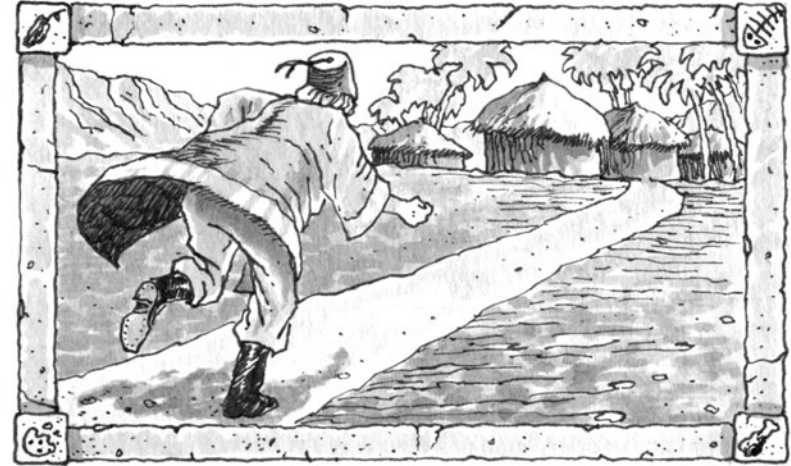
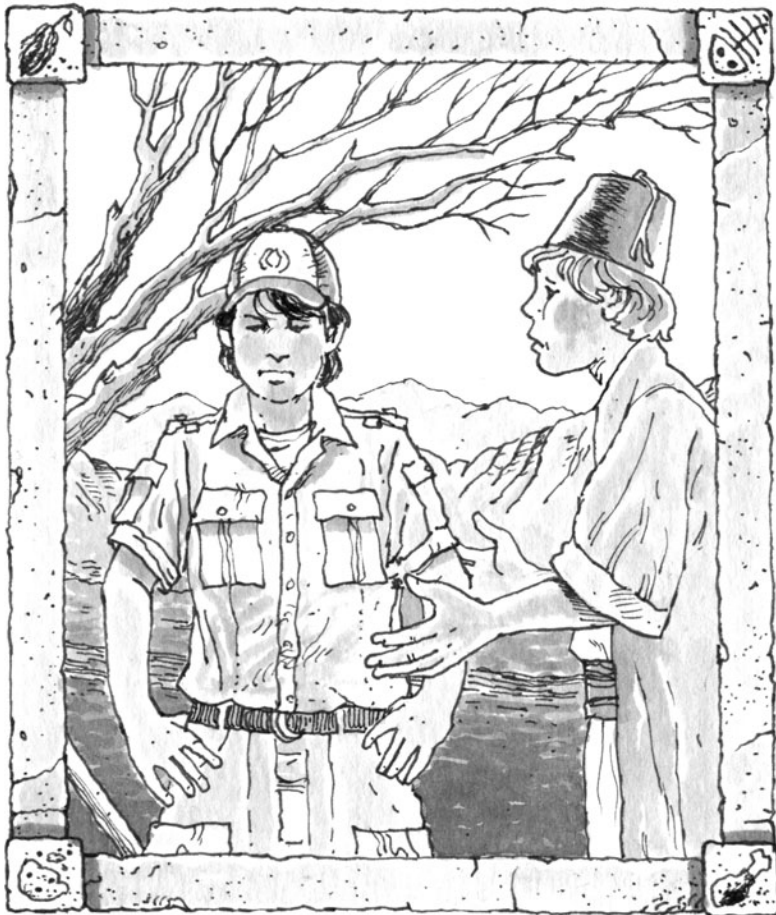
“What do you do with it?” I asked the guide.

He replied, “We feed it, and in return it feeds us. We place food inside its mouth. The beast will protect what is placed inside it from the desert heat. We then feed from it like fleas from a dog. When we’re done, we leave the **leftovers** for the beast.”

“Well, something has made it sick,” I said. “I can tell from the stench that it’s ill.”

“Wanderer, what are we to do?” Atenga cried. “Without the protector we will waste away to nothing.”

I turned to him, my jaw set. “Someone’s got to get in there and **remove** the cause of the illness.”



Atenga turned and ran. This probably wasn’t the first time the beast had been ill. I almost left my guide and his brothers to their fate. Without the ice beast’s powers, their stores of fresh food would go bad in the desert heat. The beast would soon infect all that it protected. The food would be covered in blooming black **mold**.

But . . .

I sighed. The ice beast did not **deserve** to be eaten alive from the inside. Its only crime had been to protect food for Atenga and his brothers.

"All right, I'm coming in there," I said to the beast.

Its mouth opened wide and all became still and quiet.

"What have they done to you now?" I asked.

The stench filled my nose and mouth as I reached inside the beast's jaws. My eyes began to tear. I started to scrape an orange gunk from the beast's insides. The gunk was old fruit that had **rotted** and **oozed** over everything.



Next I found what someone might have made for breakfast once. It was hard English muffins, a jug of sour milk, and more old fruit. I found someone's leftover lunch, too. It was goopy chicken soup, a dried quesadilla, and many fruit cups. I removed it all from hidden corners. The worst was yet to come.

I found cherry tomatoes covered with black mold. Then I found a box of Caesar salad smelling of rotted fish and greens. Last, but not least, I found a chunk of steak coated with thick, fuzzy ooze tucked into the far corner of the great beast's jaw.

I pulled out all this food and threw it away from the beast's pit. The Great Ice Beast Egdirf almost purred. Its breath was clean and fresh again.



Atenga met me as I came out of the pit. He had a **hangdog** look on his face that made me feel better. I was tired from the hard work.

"Came back, did you?" I said.

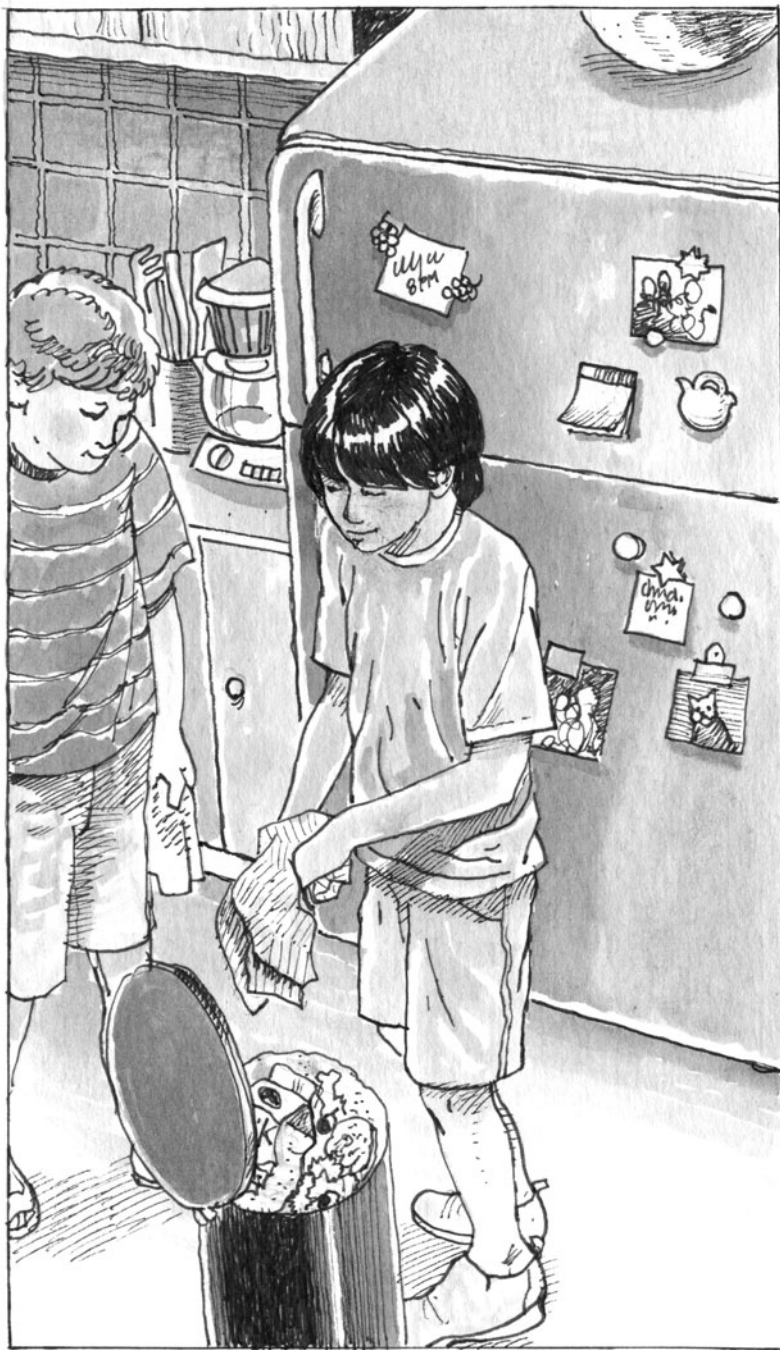
"Yes, it was our beast. We should not have let you go in alone," Atenga replied.

"So, are you going to let it get sick again?" I asked. I gave him the evil eye, shaking goo from my left hand.

"No, we will take better care of the beast," Atenga said.

I wiped the goo on a tree. "What are you going to do?"

"We will put in the beast only what we can take out. We will not fill the beast with leftovers that won't be eaten. Those who do not follow the rules will receive no food from the beast, but must feed it all the same."



Glossary

deserve (v.)	to have a right to something; to do something worthy of a good or bad consequence (p. 6)
hangdog (adj.)	a look that shows guilt or sadness (p. 10)
leftovers (n.)	food that was not eaten in a meal and was saved and served again (p. 4)
mold (n.)	a type of fungus that causes the breakdown of other living things (p. 6)
oozed (v.)	to have a liquid slowly flow (p. 7)
protector (n.)	something that keeps others from harm (p. 3)
remove (v.)	to take away from (p. 5)
rotted (v.)	to have broken down through the action of a fungus or bacteria (p. 7)
stench (n.)	a really gross smell (p. 3)

Name _____

Instructions: Write the main cause of the story's problem under the *Cause* heading. Write the effects of the cause under the *Effects* heading.

Cause	Effects

INSIDE THE BEAST • LEVEL P • 1

SKILL: CAUSE AND EFFECT

Name _____

Instructions: Write a vocabulary word from *Inside the Beast* in each Word Box. Write a definition, a synonym, and an antonym for each word in the appropriate boxes. Then use each word in a sentence.

Synonym	Word Box	Antonym
Definition		
Sentence		

Synonym	Word Box	Antonym
Definition		
Sentence		

Name _____



Instructions: Use the boxes below to draw a sketch of what you visualized after reading each section of the book.

Page _____

Page _____

Page _____

Page _____

INSIDE THE BEAST • LEVEL P • 3

SKILL: VISUALIZE

Name _____

Instructions: For examples #1–5, circle the adjective(s) in each sentence and underline the noun each one describes. For examples #6–10, complete each sentence by writing an adjective in the blank.

1. I started to scrape orange gunk from the beast's insides.
2. The gunk was old fruit that had rotted.
3. There were hard English muffins, a jug of sour milk, and more old fruit.
4. I found cherry tomatoes covered with black mold.
5. I found a chunk of steak coated with thick, fuzzy ooze.



6. We place _____ food in its mouth.
7. Its _____ mouth opened and closed quickly.
8. The beast protects the food from the _____ heat.
9. Without the beast's _____ powers, their food would go bad.
10. The _____ stench filled my nose and mouth.



A Nation on Wheels

A Reading A-Z Level P Leveled Reader

Word Count: 763



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A Nation on Wheels



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Level P Leveled Reader
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Reading Recovery	21
DRA	30



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The Future of the Automobile	14
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New York City traffic

Introduction

The world is full of cars and trucks. There are over 600 million of them! They are in even the smallest town in the smallest country. There are over 200 million cars and trucks just in the United States. Most of these vehicles are **automobiles**. We are a nation moving on wheels!

The Early Days

People have always needed to travel. At first, people walked everywhere—even long **distances**. Then they tamed animals to ride and taught some to pull wagons. Horses, camels, and even elephants helped people make trips and carry things. Imagine riding to school on an elephant! Using animals was better than walking—but it was still slow.

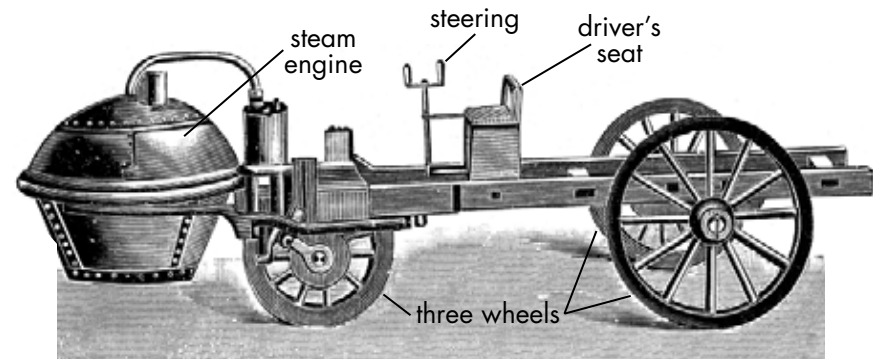


Elephants in India help carry people and goods still today.



A Camel taxi takes people where they want to go in India, too.

Inventors tried to build a machine with wheels to carry people faster. They thought of building an **engine** to run it. They tried running engines with steam or with electricity. But neither engine worked well enough. In the late 1880s, people made engines that could run on gasoline, or gas. These engines were small but powerful. They could travel faster and go farther. Today, most cars use gas engines.



One of the first steam vehicles, built in 1770

Do You Know?

Which word came first—*car* or *automobile*? *Car* was first used in 1301 to describe a Celtic war chariot. *Automobile* was first used by a Frenchman in 1883 to describe electric cars. How are they used now?



How Cars Are Made

The first cars did not look like the ones you see today. They looked like carriages without horses. People even called them horseless carriages!

At first, cars were made one at a time by hand. It took a long time. They were **expensive**. Not everyone could afford a handmade car. People tried ways to **manufacture** cars faster and at a lower cost. In 1896, one early company could make only 13 cars in a year. But by 1899, a company could make over 2,000!



Henry Ford's company made more than 15 million Model Ts over almost twenty years.

In 1903, Henry Ford started the Ford Motor Company in Detroit, Michigan. Detroit would soon become the center of car making. Ford's company sold a car called the Model T. Ford wanted to make cars that cost less—so more people could buy them. This meant he had to manufacture more cars and do it faster.

Ford thought about all the ways he could do this. In 1913, he invented the assembly line. It was a faster and cheaper way to make a car. Soon, other companies made their cars this way. Now almost everyone could buy a car. By 1929, over 3.5 million cars were on the road. There were so many cars that people had to build more roads!



1940 Chrysler
Royal Sedan

1957
Chevrolet
Bel Air



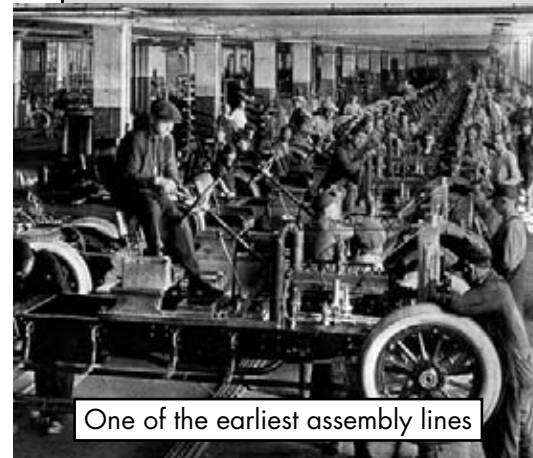
1965 Ford
Thunderbird

What Is an Assembly Line?

On an assembly line, a car is assembled—put together—one piece at a time. Machines pull unfinished cars through the factory in a long line. As each car moves along the line, parts are added to it. At the end of the line, the car is complete.

For years, people did all the work on an assembly line. But today, machines called robots often do this

work. These robots are not like the ones in movies. These are special machines that work the same way that an arm and hand work. Robots can work without getting tired.



One of the earliest assembly lines



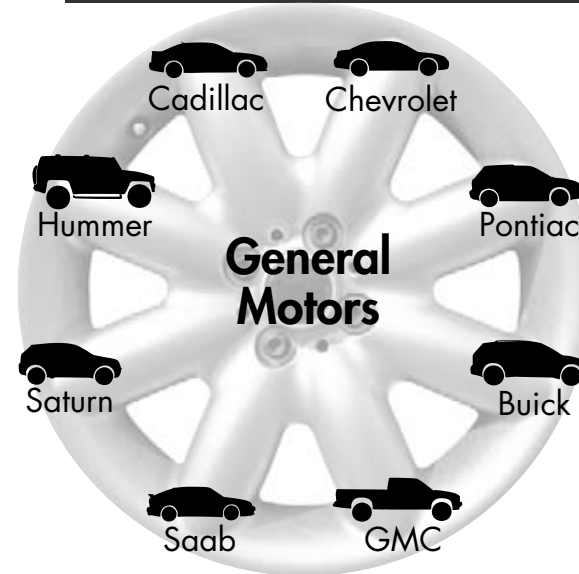
A modern assembly line

Companies That Make Cars

Three big companies have been making cars in the United States for a long time: General Motors, Chrysler, and Ford. Since cars first hit the streets, American companies have led the world in car **production**. In the 1960s and '70s, a Japanese company named Toyota began offering cars that were built to last longer and break down less often than most American-made cars. But the American car manufacturers still sold the most cars. Then in 2007 the pattern changed. Toyota, the first **foreign** company to do so, sold more cars and trucks than any other company in the world.

Toyotas are not the only cars made outside the United States. The Volkswagen and BMW are **imported** from Germany. But the countries of Japan and South Korea have brought the highest numbers of cars into the United States.

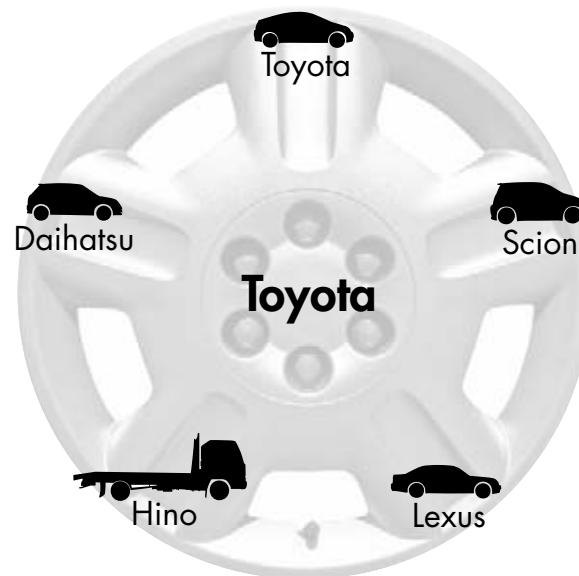
U.S. Carmakers and Brands in 2007



Chrysler makes the Chrysler, Dodge, and Jeep.

Ford makes the Ford, Lincoln, Mercury, Mazda and Volvo.

Some Foreign Carmakers and Brands in 2007



BMW makes the BMW, MINI, and Rolls-Royce.

Volkswagen makes the Audi, Bentley, Bugatti, Lamborghini, Skoda, and SEAT.

Honda makes the Honda and Acura.

Nissan makes the Nissan and Infiniti.

Hyundai
Kia

Problems Caused by the Automobile

Automobiles are helpful, but they can also cause serious problems for people. Exhaust (burning gases from a car's tailpipe) gets in the air. That means unhealthy **chemicals** get in the air that we breathe. These chemicals can make people sick. Every year car companies try to reduce the amount of chemicals their cars make.



Have you ever been in a traffic jam? All the cars on the road just sat still, and you couldn't go anywhere. So many cars are on the road today that it causes problems. Remember—there are about 200 million cars in the United States. That's almost as many cars as people. In fact, the number of cars has grown faster than the number of people.

The Future of the Automobile

Years ago, most cars were unsafe in accidents. Today, special car parts help to protect people. Cars have seat belts. Babies and small children ride in safety seats. Newer cars have big airbags that



Carmakers see how well airbags work by using crash test dummies that look like humans.

inflate—fill with air—in accidents. What do you think would make cars even safer?

Car companies are also working on new kinds of engines. One type of car, called a hybrid, uses both a gas engine and an electric motor. Hybrids use less gas. This might cut down on the unhealthy chemicals in the air.



A company called ZAP made these electric cars to help cut down on bad chemicals in the air.

We will always be a nation that travels from one place to another. But will it always be on wheels? How will cars look in the future? How will they work? Perhaps your ideas will shape the future.

Glossary

automobiles	vehicles with four wheels that have an engine and travel on roads (p. 4)
chemicals (<i>n.</i>)	substances that are produced by or used in a chemical process (p. 13)
distances (<i>n.</i>)	the amounts of space between things or places (p. 5)
engine (<i>n.</i>)	a machine with moving parts that uses power to create motion (p. 6)
expensive (<i>adj.</i>)	costly; having a high price (p. 7)
foreign (<i>adj.</i>)	of or from a different country or language (p. 11)
imported (<i>v.</i>)	to have brought in and bought goods from another country or state (p. 11)
inventors (<i>n.</i>)	people who invent or create new products (p. 6)
manufacture (<i>v.</i>)	to make finished goods, especially using industry (p. 7)
production (<i>n.</i>)	the process of combining resources to make a product for sale (p. 11)

Name _____

Instructions: In the first row, write what you already know about automobiles. In the second row, write what you would like to learn about them. After you finish reading, fill in the third row with information you learned from reading the book and the fourth row with what you still want to know.

K: What I Know
W: What I Want to Know
L: What I Learned
S: What I Still Want to Know

Reading a-z

A NATION ON WHEELS • LEVEL P • 2

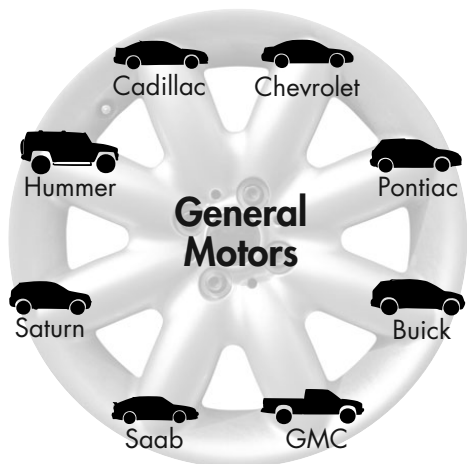
SKILL: SEQUENCE EVENTS

Name _____

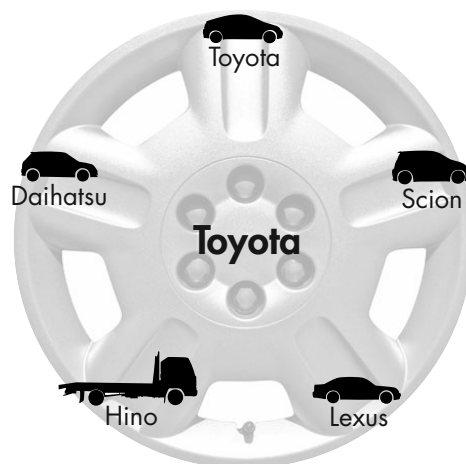
Instructions: Read the sentences below. Circle the comparative adjectives and underline the nouns or pronouns that they describe. Then, write your own sentence containing a comparative adjective on the lines below.

1. Hybrids are more healthy for the environment.
2. Ford wanted to make cars that cost less—so more people could buy them.
3. This car is slower
4. It was a faster and cheaper way to make a car.
5. There were so many cars that people had to build more roads!
6. Hybrids use less gas.
7. Newer cars have big airbags that inflate in accidents.
8. The car is older and bigger than this years model.

My sentence:



U.S. Carmakers and Brands



Some Foreign Carmakers and Brands

Name _____

Instructions: Write the correct word in each blank.

un- = not, or opposite of

1. Eating too much candy can be _____ for your teeth.
(not healthy)

2. The girl in the car was _____ by not wearing
her seatbelt. (not safe)

3. The star of the play is _____ by other actors.
(opposite of known)

4. My best friend moved away and I was _____ for
a long time. (not happy)

5. The girl's older brother is very _____ to her
younger brother. (not kind)

6. I lost my key and could not _____ the door.
(opposite of lock)

7. I could not wait to _____ my gifts at my
birthday party. (opposite of wrap)

8. I am not superstitious, but it is said to be _____
to walk underneath a ladder. (not lucky)



The Mona Lisa Mystery

A Reading A-Z Level P Leveled Reader

Word Count: 932




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The Mona Lisa Mystery



An Art History Mystery
by Dina Anastasio
Illustrated by David Cockcroft

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The Mona Lisa Mystery



An Art History Mystery
by Dina Anastasio
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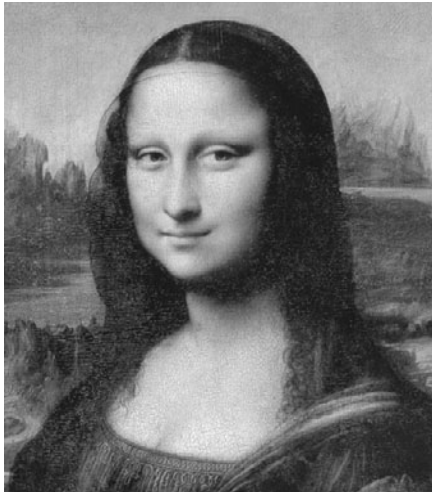
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Correlation

LEVEL P	
Fountas & Pinnell	N
Reading Recovery	21
DRA	30

Between the years 1503 and 1506, the Italian artist Leonardo da Vinci worked on a painting that would become one of the most famous paintings in the world.



Detail of the portrait of the Mona Lisa, painted by Leonardo da Vinci between 1503 and 1506

It is called the “Mona Lisa.”

Until recently, there were few certain facts known about the woman in the painting—or about her life.

Her real identity had remained

unproven. Many people thought that she lived in the town of Florence, Italy, where Leonardo also lived. Others believed that he painted it by copying the parts of several different people. Some people even thought that the artist just imagined her in his mind.

New evidence supports the long-held belief that she was a real person and her name was Lisa. The evidence also shows that both Lisa’s family and her husband, a wealthy silk merchant in Florence, knew Leonardo’s father.

The small painting has been hanging in the Louvre Museum in Paris, France, for over 200 years. Every day, visitors come to stare at her mysterious smile and her eyes. They try to imagine what she was thinking about as she **posed**.



Leonardo da Vinci studied anatomy, bones, and muscles and was able to make his figures appear lifelike.

Artists looked closely to see what special skills Leonardo used to make her hands look so natural. How did he create the shadowy background behind her?

But in 1911, another mystery about the Mona Lisa was created. One day, the painting disappeared and didn't come back for over two years.

On August 22, 1911, an artist named Louis came to the Louvre Museum to study and copy the Mona Lisa, as artists and students were allowed to do. It was a Tuesday, which is important because on Monday the museum is closed.



Louis entered the room where the Mona Lisa had always hung. But the painting wasn't there. Had someone moved it? He waited for a while. Then he asked a guard to please go and ask about it. When the guard came back he had very bad news.

The Mona Lisa was missing.





The police were called. They searched every room. Soon, they had Clue Number One. The Mona Lisa's wooden frame was found near the stairs.

The police questioned every person who worked at the museum. They felt sure that the theft had occurred on Monday, when the museum was closed. They guessed that the thief had been a museum laborer. Or had he just dressed as one—so no one would notice him?

They thought that when the guard was away, the thief simply had taken the painting off the wall. He carried it to the stairs. Then he took off the painting's heavy frame. The Mona Lisa is painted on a piece of wood—so it couldn't be rolled up.



He had put the painting under his work shirt and gone down the stairs. The door was locked. He knew how to take off the lock, so he did. Then he walked outside and was gone.



The museum closed for a week. The police talked with everyone they could think of. They closed all the **border crossings** in and out of France. Fingerprint experts arrived. They fingerprinted people from all over the city and put the fingerprints on file. Every day people waited to hear what the police had learned.

When the museum opened again, people came to stare at the empty space where the Mona Lisa had hung for almost 115 years. They just couldn't believe that the Mona Lisa was gone.

Then the police found Clue Number Two. Clue Number Two was a thumbprint. It was on the glass of the frame that they found by the stairs. The experts compared the thumbprint on the glass to all the thumbprints they had put in the file. Would one match? Would this print solve the crime?





Everyone waited for the fingerprint results. But there was a big problem. The thumbprint on the glass was from the thief's left hand. The fingerprint experts had taken prints from people's right hands. They couldn't match the right-hand prints in the file to the thief's left thumbprint.

Everyone was upset. No one knew what to do next. For the next two years, people called the police almost every day. Everyone had a new **theory** about what had happened to the Mona Lisa, or where it was. But there were no real clues.

The Mona Lisa seemed to have **vanished**.

Then came Clue Number Three. But perhaps it shouldn't be called a clue at all, because it was the thief himself who told the police about his **motive** for taking the painting. The famous painter of the Mona Lisa, Leonardo da Vinci, was Italian. Leonardo had painted the Mona Lisa in Italy. But the painting had been hanging in a museum in France for years.

Can you guess the thief's motive?

Two years after the theft, on December 10, 1913, a man named Vincenzo walked into an **antiques** store in Florence, Italy.

"I have the Mona Lisa," he said.

The owner of the antiques store called the director of a museum in Florence. They both went with Vincenzo to his hotel room.

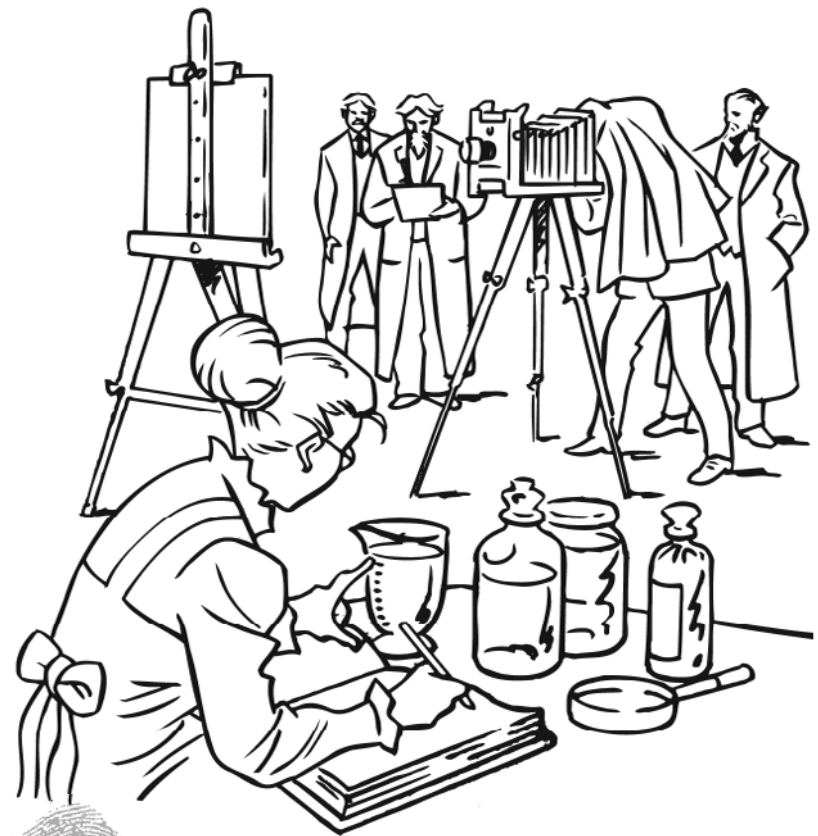




Vincenzo opened a trunk and removed a false bottom. There was Leonardo's Mona Lisa.

Vincenzo admitted to stealing it. He had been a laborer at the museum. He saw the Mona Lisa every day. He was sad that it was in a museum in France. His motive for taking it, he said, was to return the Mona Lisa to Italy, where he believed it truly belonged.

Safely back in Paris, the painting was examined by experts. They wanted to be sure that this was the real painting, and not a **forgery**. X-rays and photographs were made. Was this the same paint and **varnish** used in other Leonardo paintings? What about the wood on which it is painted? How old was it?





The painting was indeed Leonardo's **masterpiece**. The Mona Lisa was returned to a special place in the Louvre Museum. It still hangs there today, and is seen by over fourteen thousand people a day.

After only seven months, Vincenzo left jail to cheers. He was a celebrity. People sent him wine and flowers.



He married, and then the man who had said that he hated France—moved his family back there! Vincenzo Peruggia opened a successful paint and varnish store in a small French town. There, he lived a quiet and uneventful life until he died in 1947.

Glossary

antiques (n.)	art, furniture, or objects that are old and valuable (p. 12)
border crossings (n.)	places along a road where you leave one country and enter another (p. 9)
forgery (n.)	a false copy of a valuable object (p. 14)
masterpiece (n.)	an extraordinarily good or impressive piece of art (p. 15)
motive (n.)	a need or belief that causes a person to do something (p. 12)
posed (v.)	to have sat very still (p. 4)
theory (n.)	a possible explanation (p. 11)
vanished (v.)	disappeared; not in sight (p. 11)
varnish (n.)	a clear, liquid seal that dries to protect a surface (p. 14)

Name _____

Instructions: In the first row, write what you already know about *The Mona Lisa*. In the second row, write what you would like to learn about it. After you finish reading, fill in the third row with information you learned from reading the book and the fourth row with what you still want to know.

K: What I Know
W: What I Want to Know
L: What I Learned
S: What I Still Want to Know

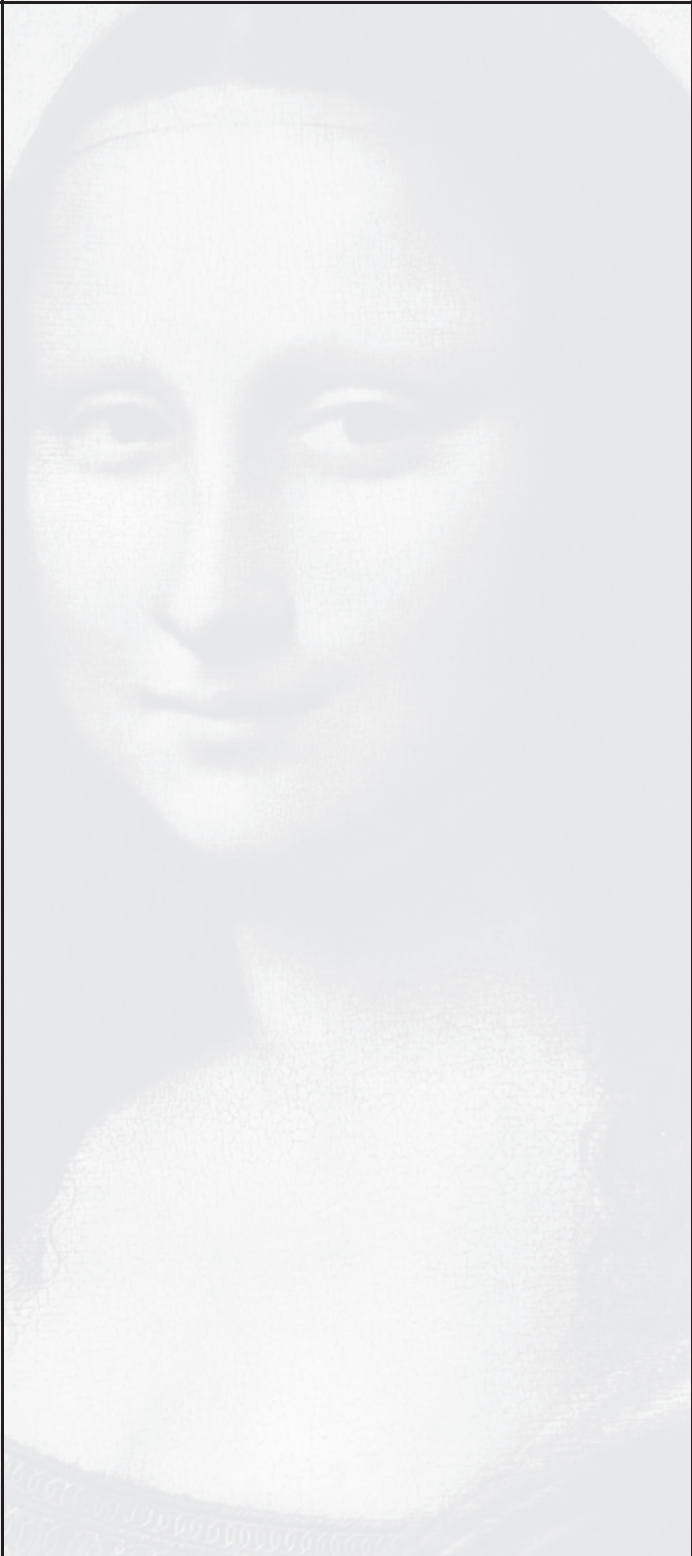
Name _____

Instructions: Use clues from the book and what you already know to make inferences about the events or characters in the book.

Story Clues	+	What I Know	=	Inference

Name _____

Instructions: Use your book to find all of the past-tense verbs that the author used. Write all of the past-tense verbs in the left-hand box below, and then write all of their present-tense matches in the right-hand box. Carefully spell the verbs that need the -y changed to -i before adding the -ed suffix.

Present-tense Verbs	Past-tense Verbs
	

Name _____

Instructions: Below are words taken from *The Mona Lisa Mystery*. Cut along the dotted lines to separate the boxes. Then move the boxes around on a flat surface to arrange the words in alphabetical order and glue them.

police	theory	crime	varnish
motive	masterpiece	border	thief
clues	painter	frame	painting
museum	vanished	thumbprint	mystery



The Steam Engine

A Reading A-Z Level P Leveled Reader

Word Count: 747



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The Steam Engine



Written by David L. Dreier

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The Steam Engine



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Correlation

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Fountas & Pinnell	N
Reading Recovery	21
DRA	30

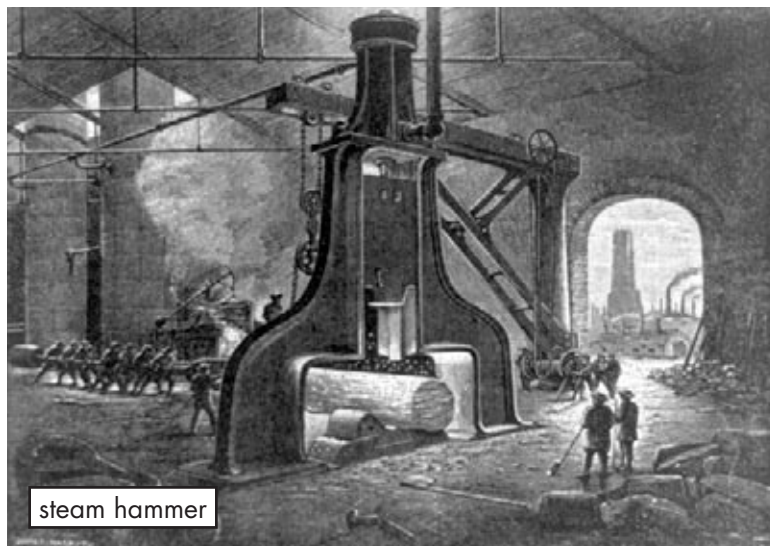


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It wasn't long before steam tractors plowed fields that oxen teams once plowed.

An Invention That Changed the World

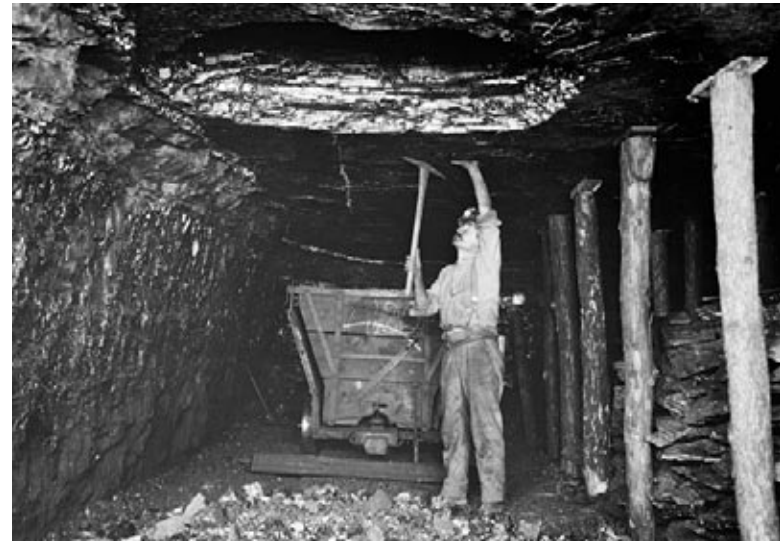
For thousands of years, people used their muscles for work. They also used animals to help them. In the 1700s, the **invention** of the **steam engine** changed everything. People began to make fewer goods by hand. Instead, they used machines. Many of those machines were powered by steam.

What Is Steam?

Have you ever watched someone boil water in a pot on the stove? Sometimes you can see a little cloud above the pot. That's steam. It can only be seen when it hits cooler air. Steam is a gas.

People make steam do work by boiling water. They heat up the water in a gigantic pot called a **boiler**. They make the boiler hot by burning fuel, such as coal. Burning coal becomes hotter than the top of a stove—a lot hotter! The heat boils the water and makes steam.

Steam takes up more room than liquid water. As the steam **expands**, it pushes the moveable parts of a machine. The movement of those parts creates **power**.



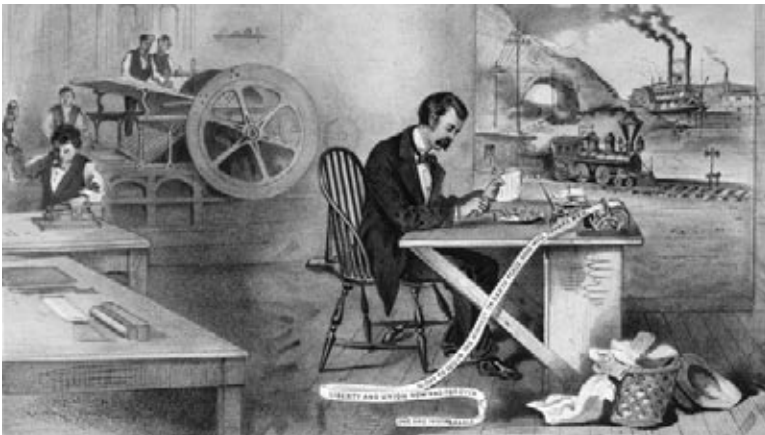
Coal mines like this one stayed dry thanks to Newcomen's steam engine.

The First Real Steam Engines

Almost 300 years ago, in 1712, Thomas Newcomen built a steam engine. Others had built steam engines, but Newcomen's was the first to work really well. He used his steam engine to run a water pump, which pumped water out of coal mines. Miners could then reach more coal. The engine had one problem. It needed a large amount of coal to do a small amount of work.

Steam Engine Improvements

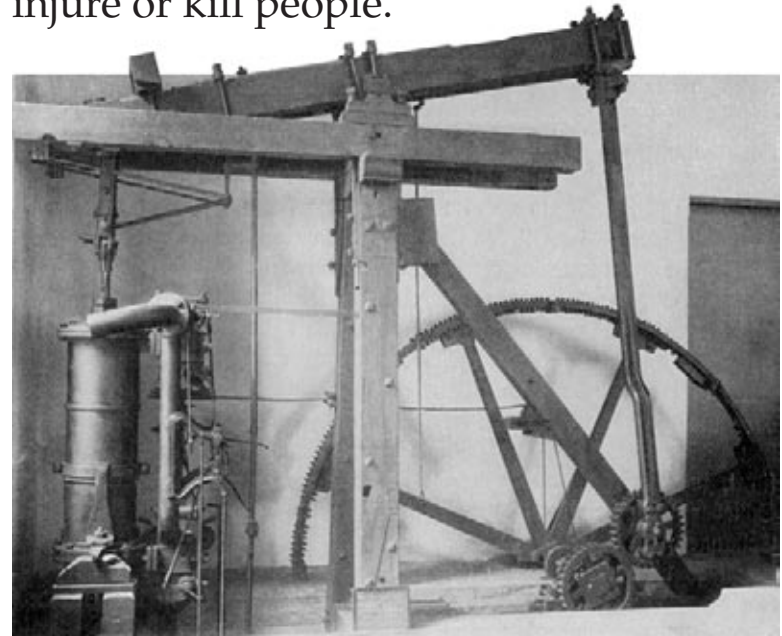
In the 1760s, Scotsman James Watt improved Newcomen's engine. He made the machine work with less coal. Watt also made other kinds of steam engines. He made one called the rotary (circular) steam engine. It could run all kinds of machines. This invention was one event that led to the Industrial Revolution, also known as the Age of Steam. The Age of Steam brought new ways to do work and new ways for people and goods to travel.



These machines all used steam for power at the beginning of the Industrial Revolution.

High-Pressure Steam Engines

At the beginning of the Age of Steam, Watt's steam engines used low-**pressure** steam. His steam engines were big, and they operated, or worked, slowly. Watt knew he could make smaller and faster steam engines. But he would have to use higher-pressure steam. He was against that idea. Higher pressure could cause a boiler to **explode**. An explosion could injure or kill people.



In 1788 Watt's steam engine used steam power to turn wheels to help with work.



The first steam engine trains looked more like horse-drawn buggies than the steam trains seen today.

Many inventors saw the danger of high-pressure steam. They built high-pressure steam engines anyway. They thought that smaller engines could be used to do more things.

In the early 1800s, Richard Trevithick (trev-IT-hik) built a high-pressure steam engine in England. High-pressure steam engines soon became common. They could be used to power trains.



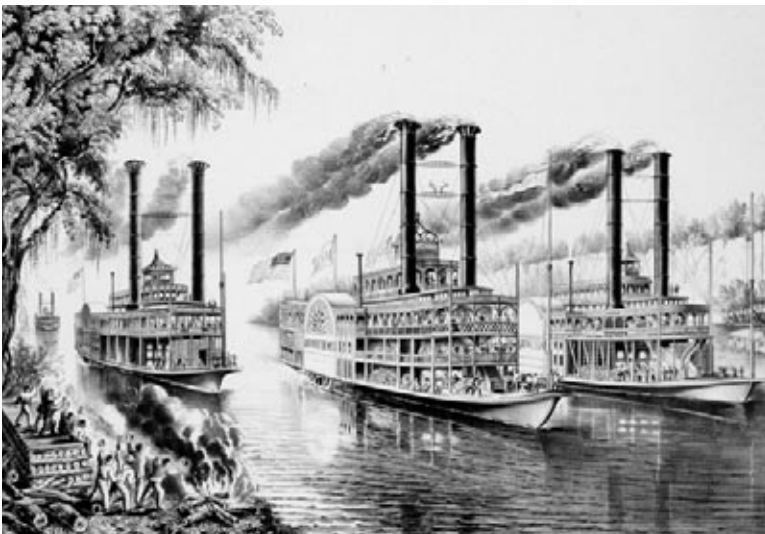
By 1869 steam-powered trains traveled from the East Coast of the United States to the West along the Transcontinental Railroad.

Steam-Powered Transportation

Trevithick built one of the first steam **locomotives**, or trains, in 1804. It hauled coal at a factory. Other people also built train engines. Soon these engines were pulling long lines of cars with passengers or goods. Steam engines helped railroads spread across the world.

In the early 1800s, ships also began to use steam. Some sailed on the oceans. New Yorker Robert Fulton built the first moneymaking river steamboat in 1807. By the mid-1800s, beautiful steamboats traveled up and down American rivers.

River steamboats presented the danger that James Watt had warned about. Steam explosions sometimes happened with locomotives, but they were common with steamboats. Many people were injured or killed in steamboat accidents.

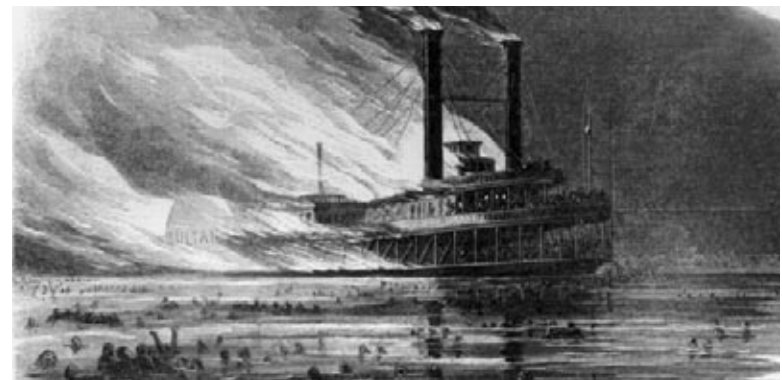


River steamboats race on the Mississippi River in 1866.



Steamboats traveled up and down the Mississippi River carrying goods and people from Minnesota to Louisiana.

One of the worst disasters in American history took place on April 27, 1865. The boiler on the crowded steamboat *Sultana* exploded. The ship burned. More than 1,700 people died.



The *Sultana* disaster

The Age of Steam Draws to a Close

By the early 1900s, people had found ways to replace steam power. In factories, electricity now ran most machines. Electric engines did not produce steam or smoke. Electric engines made subways and streetcars easy for everyday use. It became easier to travel around a city.

The **diesel** engine also doomed the steam engine. It ran better and could go farther faster. Steam locomotives ran in the United States until the 1960s. By then, almost all locomotives had diesel engines.



Modern diesel locomotive

Modern Uses of Steam

Although the Age of Steam is long over, steam is still important. For instance, power plants use it to produce electricity. It powers your lights and your television.



How Much Coal per Family

Power plants burn thousands of pounds of coal every year to provide power for just one U.S. household.

<u>Appliance</u>	<u>Pounds of Coal</u>
Water heater.....	3,375
Electric Stove	560
Television	256
Lights.....	4,380

Source: Mineral Information Institute and www.coaleducation.org



A man walks across a field of solar panels that use the Sun's energy to produce heat and make steam.

Some people believe there is still a need for steam power. Steam power, they say, costs less than diesel fuel for trains. Steam power can also be generated using solar panels, which do not use fossil fuels like coal to make electricity. That makes steam power better for the environment than it is now. Steam power is useful and will probably have a place in the modern world.

Glossary

boiler (<i>n.</i>)	a large tank used to store heated water (p. 5)
diesel (<i>adj.</i>)	relating to a heavy petroleum product used as fuel in large vehicles such as trucks and buses (p. 13)
expands (<i>v.</i>)	becomes larger in size, amount, or volume (p. 5)
explode (<i>v.</i>)	to blow up or burst with a sudden release of energy (p. 8)
invention (<i>n.</i>)	a new device or process (p. 4)
locomotives (<i>n.</i>)	vehicles that act as large engines to pull or push railroad cars along tracks (p. 10)
power (<i>n.</i>)	strength, authority, capability, or control (p. 5)
pressure (<i>n.</i>)	physical force placed on an object (p. 8)
steam engine (<i>n.</i>)	a type of machine with moving parts that uses steam power to create motion (p. 4)

Name _____

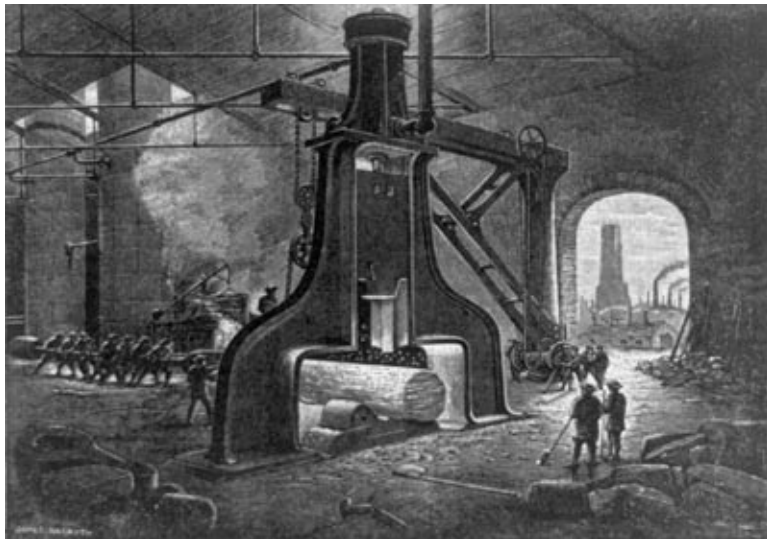
Instructions: As you read, identify the main idea and supporting details for one of the sections in the book *The Steam Engine*. Write the information on the lines provided below. Then use the information you've collected to write a short summary of the section.

Main Idea	Details
Summary	

Name _____

Instructions: Read each sentence. Circle the subject and underline the predicate.

1. John Newcomen built a steam engine in 1712.
2. High pressure could cause a boiler to explode.
3. Many inventors saw the danger of high-pressure steam.
4. The Age of Steam brought new ways to do work.
5. New Yorker Robert Fulton built the first moneymaking river steamboat in 1807.
6. The diesel engine doomed the steam engine.
7. Steam locomotives needed large amounts of coal.
8. A steam engine explosion could injure or kill people.



Steam Hammer

Name _____

Instructions: Divide each word into syllables.



factory _____

pulling _____

across _____

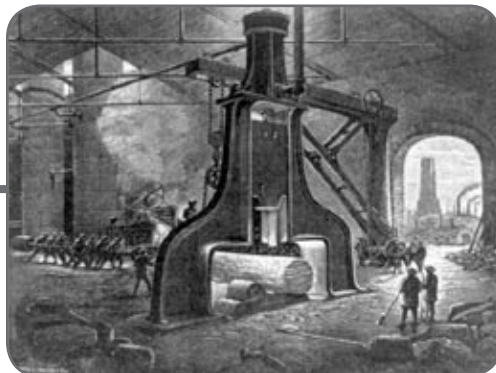
exploded _____

produce _____

electric _____

important _____

powerful _____



Giant Pandas

A Reading A-Z Level P Leveled Reader

Word Count: 618



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GIANT PANDAS



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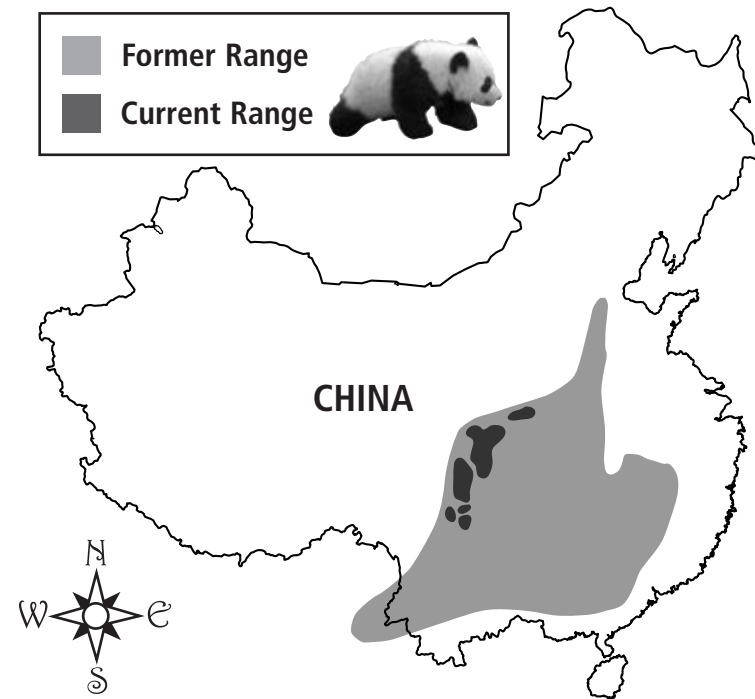
Height on all fours: 70 to 80 cm (28–30 in.)
Height standing upright: 170 cm (66 in.)
Length: 1.83 m (6 ft.)
Weight: 90.7–109 kg (200–240 lbs.) in the wild
 Pandas in zoos are heavier.
 Males are slightly larger than females.

MEET THE GIANT PANDA



Giant pandas are among the most loved animals in the world. Members of the bear family, giant pandas are easily recognizable because of their thick black-and-white fur.

Wild giant pandas remain in only one place on Earth—the forest-covered mountains of western China. They are so rare and **endangered** that they have become a symbol of the effort to protect Earth’s animals.





Pandas munching on bamboo

DO YOU KNOW?

Pandas do not hibernate as other bears do. They must eat year-round to get enough nutrients.

FOOD AND FEEDING



The name *panda* comes from the language of Nepal, a country near China. *Panda* means *bamboo eater*, and bamboo makes up almost all of a panda's diet. Bamboo, a kind of grass that grows extremely tall, is plentiful in the cold, damp, high mountains where pandas live.

Bamboo is low in the **nutrients** that pandas need for energy. For this reason, pandas must eat an amazing amount of bamboo in order to get enough nutrients. An adult panda spends as many as sixteen hours a day eating up to 18 kilograms (40 lbs.) of bamboo.



A newborn panda is as small as a hamster. A panda mom is 900 times bigger than her baby.

GIANT PANDA LIFE CYCLE



Giant pandas are mammals, and like all mammals, they give birth to live young and nurse them. A female panda begins having cubs when she is five or six years old, and then she gives birth to only one or two cubs every few years. A mother panda must work full-time to care for just one baby. She usually raises only one cub and ignores any others, which then die of neglect.

At birth, newborn pandas are tiny, blind, and completely dependent on their mother's care. Because they are so helpless, they are **vulnerable to predators**. A baby panda develops slowly and cannot walk until the age of four months. It stops nursing and begins eating bamboo by the age of one year.

During the first two years of its life, a panda cub stays close to its mother, learning how to survive in the forest. The cub figures out how to find the best food plants and how to tell friend from enemy when it encounters other animals. A young panda's biggest dangers are leopards and wild dogs.

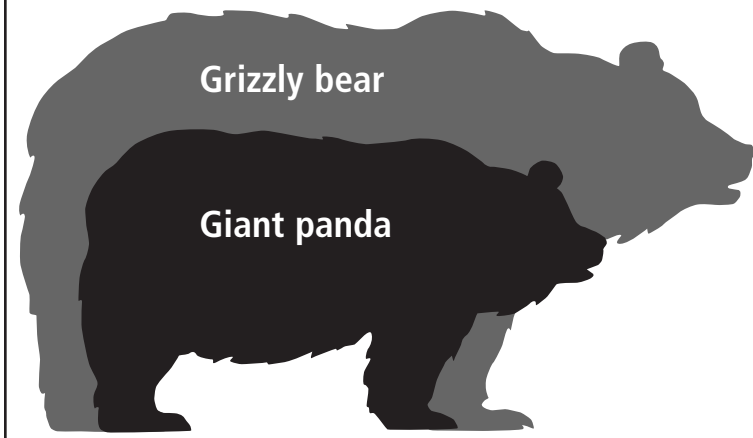


This panda mother raises two cubs in captivity. Wild panda mothers usually raise only one cub at a time.

A panda is an adult by the age of three, and it can fend for itself without its mother. It settles in an area called a home range, where it feeds alone. Each panda gives other pandas signs to keep away from its home range. One sign is a smelly liquid that the panda releases from its body and rubs on tree trunks. A panda also marks the edges of its home range by scratching the bark of tree trunks.

ARE PANDAS REALLY GIANT?

Giant pandas are actually one of the smaller kinds of bears. They are called "giant pandas" to distinguish them from red pandas, which also live in bamboo forests in China. Turn to page 11 to see a red panda.





Male pandas do not bite or scratch each other when they fight. Instead, they wrestle.

Female pandas usually remain solitary in their home range. Males roam more widely and are more aware of their neighbors. When it is time to mate, males know where to find females and where to find their male rivals. Males fight for the right to mate with a female by pushing and bumping each other in a sort of panda sumo-wrestling match.



Chinese farmers often cut down bamboo forests to make fields.

GIANT PANDA SURVIVAL



Giant pandas are in great danger of becoming **extinct**. No one is sure how many are left because they are hard to locate and study, but scientists believe that only about 1,000 giant pandas are still alive in the wild.

The biggest threat to pandas is the destruction of their forest homes. China's population is growing fast, and bamboo forests are being cleared for wood and farmland. Pandas are also in danger from hunters who want to sell their coats. Pandas are easy targets because they move slowly. The Chinese government now has strict laws to protect pandas, and it has created thirty four **preserves** to protect their **habitat**.



Scientists raise panda cubs in zoos to help these animals survive.

Many zoos now have panda breeding programs where scientists are studying how to help pandas survive in the wild. Concerned people around the world are working hard to keep giant pandas alive.



DO YOU KNOW?

The red panda is not a close relative of the giant panda, even though it has a similar name. Red pandas are relatives of raccoons. They live in the same bamboo forests as giant pandas.

GLOSSARY



endangered (<i>adj.</i>)	in danger of dying out completely (p. 4)
extinct (<i>adj.</i>)	no longer living (p. 10)
habitat (<i>n.</i>)	where animals live, feed, and raise their young (p. 10)
nutrients (<i>n.</i>)	substances in food that nourish the body (p. 5)
predators (<i>n.</i>)	animals that hunt and eat other animals (p. 7)
preserves (<i>n.</i>)	places where animals or plants are protected (p. 10)
vulnerable (<i>adj.</i>)	able to be hurt easily (p. 7)

INDEX

bamboo, 5, 7, 10, 11	home range, 8, 9
cubs, 6, 7, 11	red panda, 8, 11



Name _____

Instructions: Choose two words from the content vocabulary list that you are least familiar with. Write one word in each word box. Then write a definition for each, and use the word in a sentence of your own.

Word Box

Definition

Sentence

GIANT PANDAS • LEVEL P • 1



Word Box



Definition

Sentence

SKILL: CONTENT VOCABULARY

Name _____

Instructions: Write the main idea and supporting details for the chapter titled "Giant Panda Survival." Then write a summary for the chapter using the main idea and details you've already gathered.

Main Idea	Details

GIANT PANDAS • LEVEL P • 2

Summary

SKILL: MAIN IDEA AND DETAILS/SUMMARY

Name _____

Instructions: Circle the word in the sentence that contains an apostrophe. Write whether the word is a *possessive* or a *contraction* on the line next to each sentence. Then write two sentences of your own that each contain a possessive noun on the lines provided.

1. They have become a symbol of the effort to protect Earth's animals. _____
2. Western China's the place to find these black-and-white bears. _____
3. Bamboo makes up almost all of a panda's diet. _____
4. A panda mom's 900 times bigger than her baby. _____
5. Newborn pandas are tiny, blind, and completely dependent on their mother's care. _____
6. A young panda's biggest dangers are leopards and wild dogs. _____
7. China's population is growing fast. _____
8. A panda's an adult by the age of three. _____
9. An adult panda's diet can be up to 18 kilograms of bamboo a day. _____
10. Scientists' efforts are helping keep giant pandas alive. _____



My sentences:

1. _____

2. _____



Goldilocks and the Three Bears

A Reading A-Z Level P Leveled Reader

Word Count: 862




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LEVELED READER • P

Goldilocks and the Three Bears



Retold by Alyse Sweeney
Illustrated by David Cockcroft

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Correlation

LEVEL P	
Fountas & Pinnell	N
Reading Recovery	21
DRA	30



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Meet Goldilocks and the Three Bears

Once upon a time, there was a youngster named Goldilocks who lived at the edge of the forest. She was called Goldilocks because her beautiful locks glistened in the sun, like gold. Goldilocks was curious by nature. She often looked for—and found—adventures in the forest.

One bright morning, she set out for a stroll in the woods. She came upon a cozy cottage and peeked in the windows. When she didn't see anyone inside, she knocked on the door. When nobody came to the door, she turned the handle and went right in. (Goldilocks did not have the best manners in the forest.)

Goldilocks didn't realize that the cottage belonged to a family of bears. There was a teeny-sized baby bear, a medium-sized mama bear, and a huge-sized papa bear.



Goldilocks also didn't realize that the bear family had a daily morning routine. After Papa Bear made a steaming pot of porridge, the family went blueberry picking. This way, the porridge had time to cool, and they had plump, sweet blueberries to plop into their porridge.

Goldilocks Makes Herself at Home

The first thing Goldilocks noticed when she walked into the cottage was three steaming bowls of porridge sitting on the table. The rich, sweet-smelling porridge made her stomach gurgle with hunger.

Goldilocks couldn't resist, so she took a heaping spoonful of the porridge from Papa Bear's huge bowl.

"Yow!" she yelped, fanning her mouth.

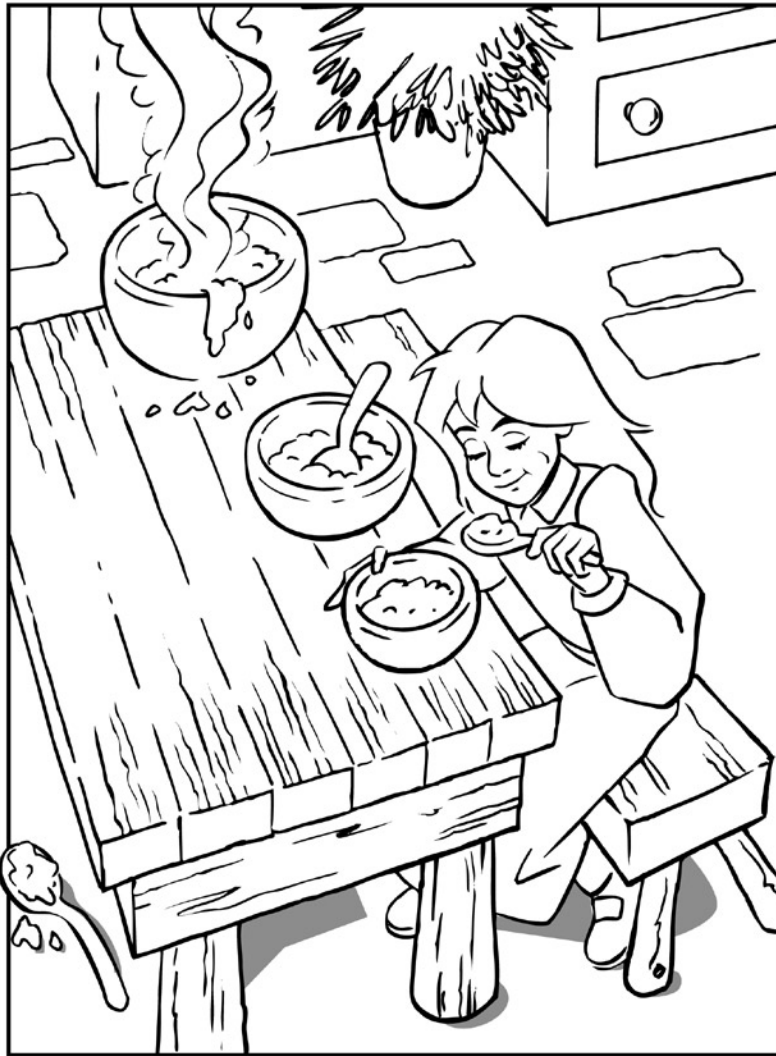
"This porridge is as hot as lava!"

Then Goldilocks tasted the porridge from Mama Bear's medium-sized bowl.

"Bleck!" she groaned, pushing the bowl away. "This porridge is as cold as gazpacho!"

Next, Goldilocks tasted the porridge from Teeny Baby Bear's small bowl and with closed eyes sighed a happy

"Mmmmmmmmm."



"This porridge isn't just good," she said aloud. "It's great. In fact, it's just right." And she quickly gobbled up every last bit of Teeny Baby Bear's porridge.

After eating the porridge, Goldilocks was curious about the rest of the cottage, so she wandered into the living room. She saw three chairs and decided to sit for a bit, for she was feeling quite full.

First she sat in Papa Bear's huge chair, but jumped up with a scowl on her face. "Hmph," she huffed. "This chair is as big as a refrigerator!"

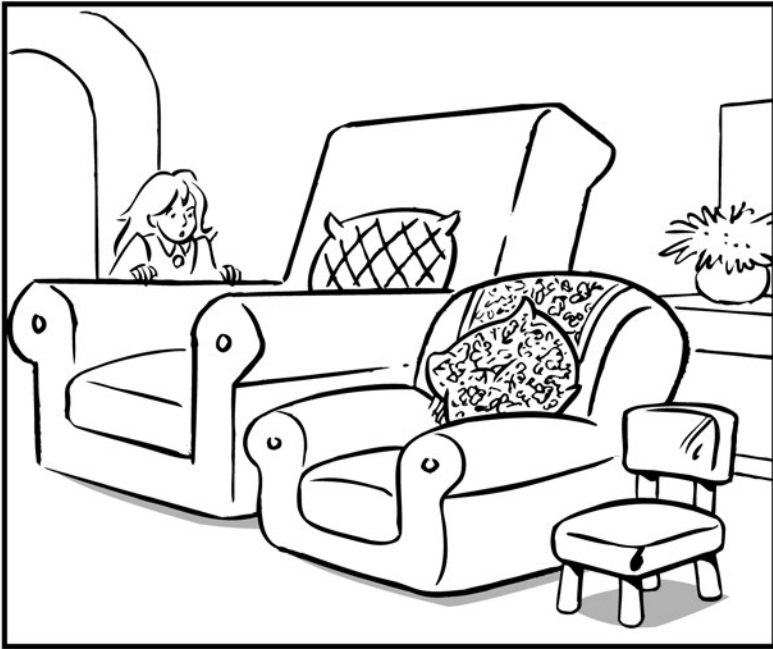
Then Goldilocks sat in Mama Bear's medium-sized chair and again jumped up in an instant. "This chair is still too big!" she whined.

Next, Goldilocks sat in Teeny Baby Bear's small chair and began to rock with **glee**.

"This chair isn't just a *little* comfortable," she beamed. "It's *really* comfortable. In fact, it's just—

Crack!

—right."



"Oh well," she yawned. She didn't have the energy to fix the broken chair. A sleepy Goldilocks wearily climbed the stairs searching for a bed. She plopped onto the first bed she saw—Papa Bear's huge bed.

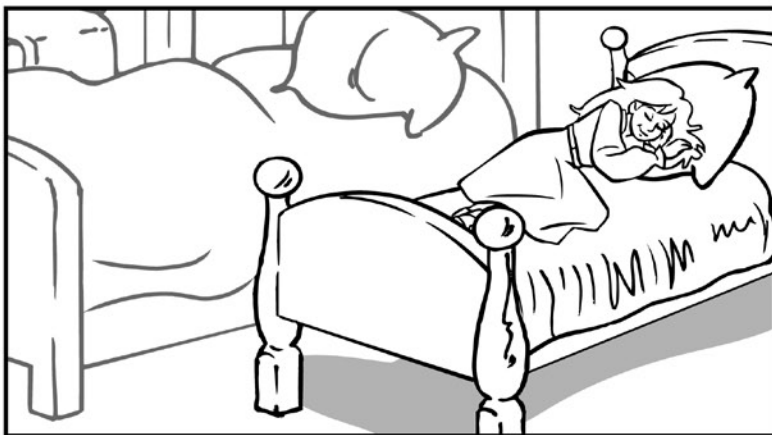
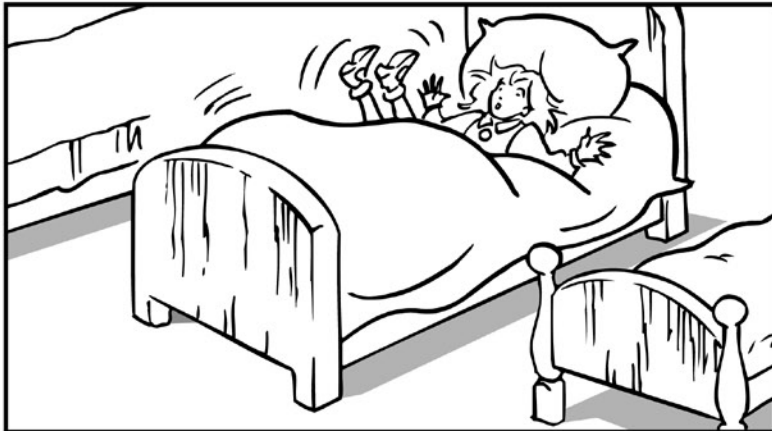
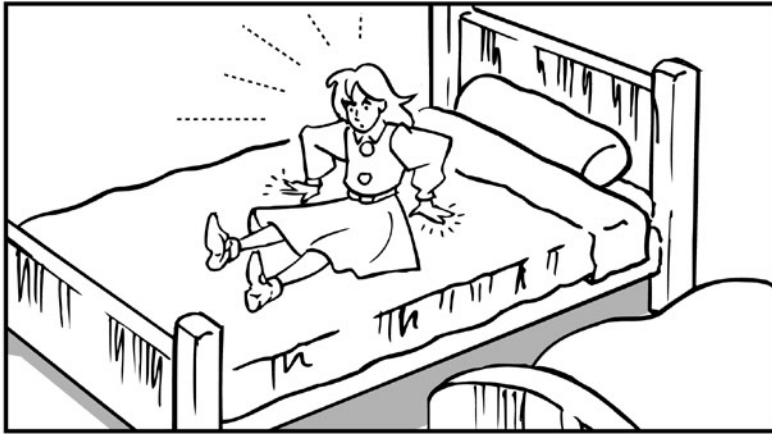
"No, no, no," she complained. "This bed is as hard as granite."

When she plopped onto Mama Bear's medium-sized bed, she screamed, "Help! I'm sinking!"

After a struggle, she finally climbed out from the middle of the mattress. "This bed is as soft as a giant, girl-eating cotton ball," she said, frowning at the messy pile of blankets and pillows.

When Goldilocks plopped onto Teeny Baby Bear's small bed, she smiled, closed her eyes, and whispered, "This bed isn't just a *little* comfy and cozy. It's *really* comfy and cozy. In fact, it's just . . . Zzzzzz."





Back From Blueberry Picking

While Goldilocks slept, the owners of the house returned from blueberry picking. Papa Bear carried a huge basket brimming with blueberries. Mama Bear carried a medium-sized basket brimming with blueberries. And Teeny Baby Bear carried a small basket brimming with blueberries.

The three bears were not prepared for what they found when they opened their cottage door.

“Someone’s been eating my porridge,” growled Papa Bear in a huge bear growl.

“Someone’s been eating my porridge,” growled Mama Bear in a medium bear growl.

“Someone’s been eating my porridge,” growled Teeny Baby Bear in a teeny bear growl. “And it’s all gone!”



Next, the hungry bears walked into the living room and saw their chairs.

“Someone’s been sitting in my chair,” growled Papa Bear in a huge bear growl.

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“Someone’s been sitting in my chair,” growled Teeny Baby Bear in a teeny bear growl. “And it’s broken in hundreds of pieces!”

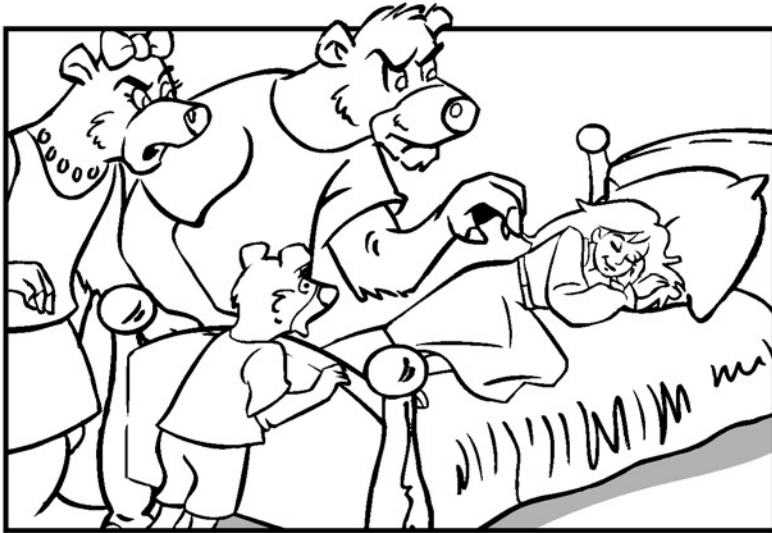
Then the hungry, angry bears marched noisily up the stairs.

"Someone's been sleeping in my bed," growled Papa Bear in a huge growl.

"Someone's been sleeping in my bed," growled Mama Bear in a medium growl.

"Someone's been sleeping in my bed," growled Teeny Baby Bear in a teeny growl. "And she's still there!"

"Shhhh! I'm trying to sleep!" whined Goldilocks.



Help!

When she saw three hungry, angry bears staring at her, she leapt out of bed.

"Help!" she screamed, running down the stairs, past the chairs, past the bowls of porridge, and out the door.

Goldilocks never again went to the home of the three bears. But she did often daydream about that delicious bowl of porridge, and that perfect little rocking chair, and that comfy, cozy bed. They really were just right.

Goldilocks and the Other Three Bears

A Reading A-Z Level P Leveled Reader

Word Count: 855




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Goldilocks and the Other Three Bears



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Correlation

LEVEL P	
Fountas & Pinnell	N
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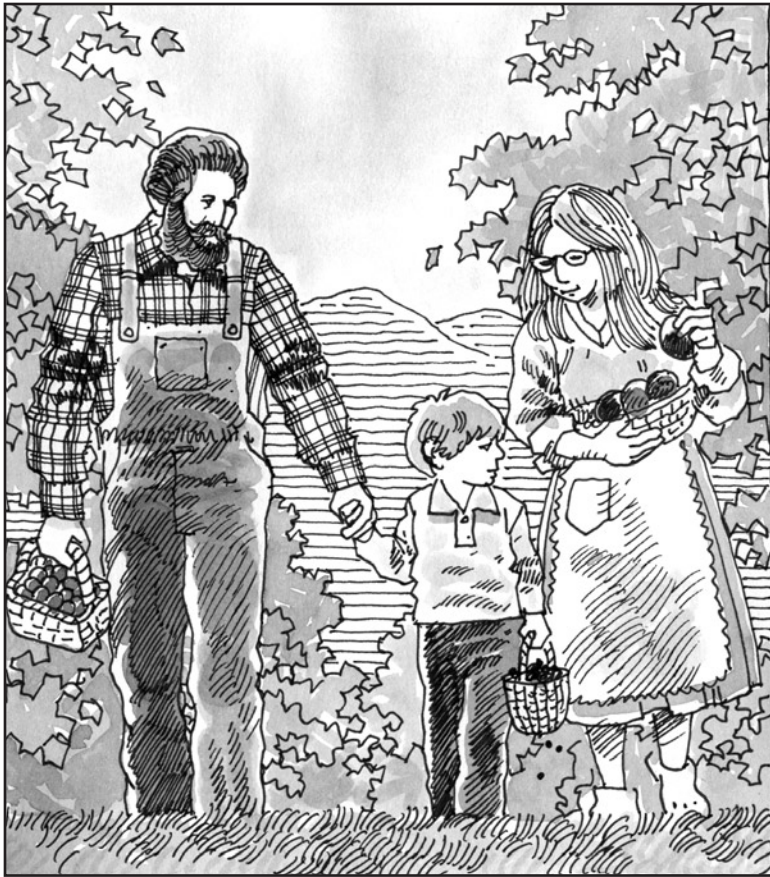
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Meet Goldilocks and the Three Bears

Once upon a time, there was a youngster named Goldilocks who lived at the edge of the forest. She was called Goldilocks because her beautiful locks glistened in the sun, like gold. Goldilocks was curious by nature. She often looked for—and found—adventures in the forest.

One bright morning, she set out for a stroll in the woods. She came upon a cozy cottage and peeked in the windows. When she didn't see anyone inside, she knocked on the door. When nobody came to the door, she turned the handle and went right in. (Goldilocks did not have the best manners in the forest.)

Goldilocks didn't realize that the cottage belonged to the Bears. The family was a teeny-sized baby Bear, a medium-sized mama Bear, and a huge-sized papa Bear.



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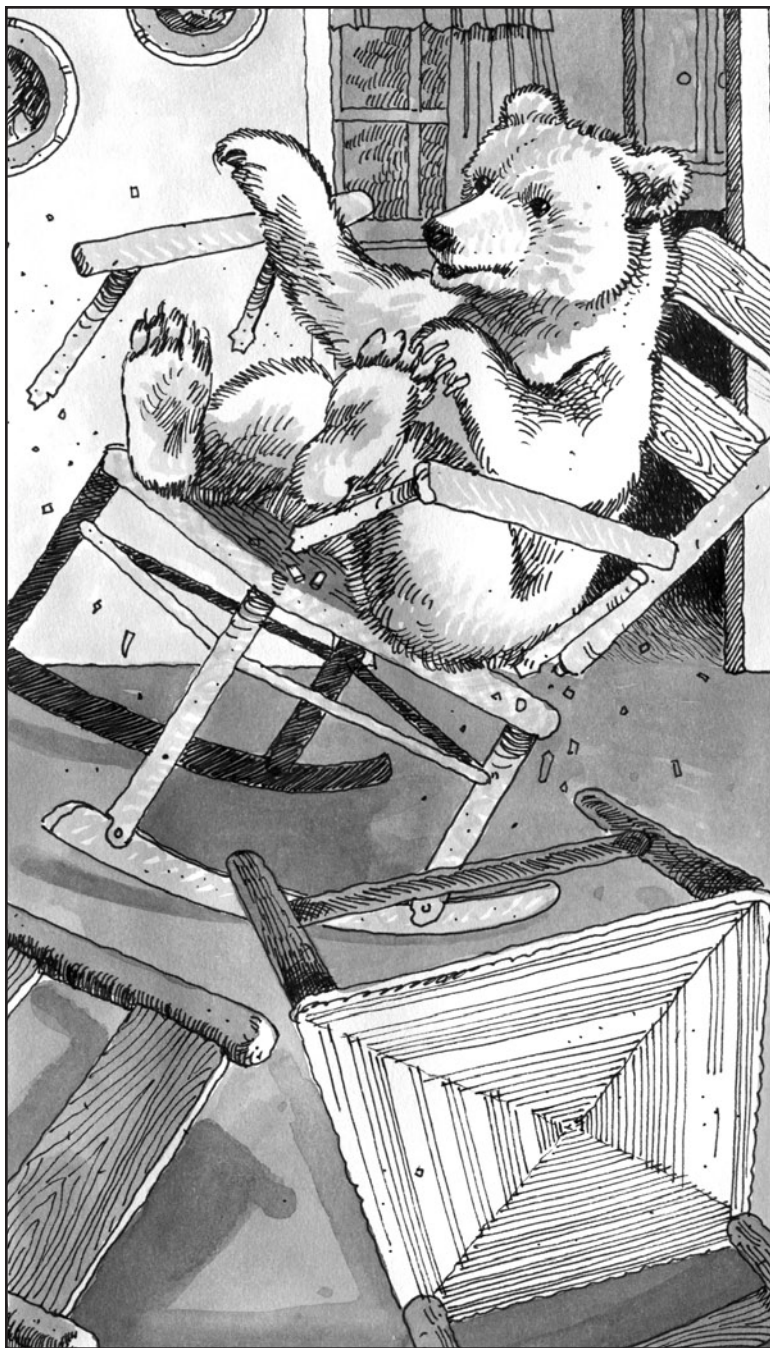
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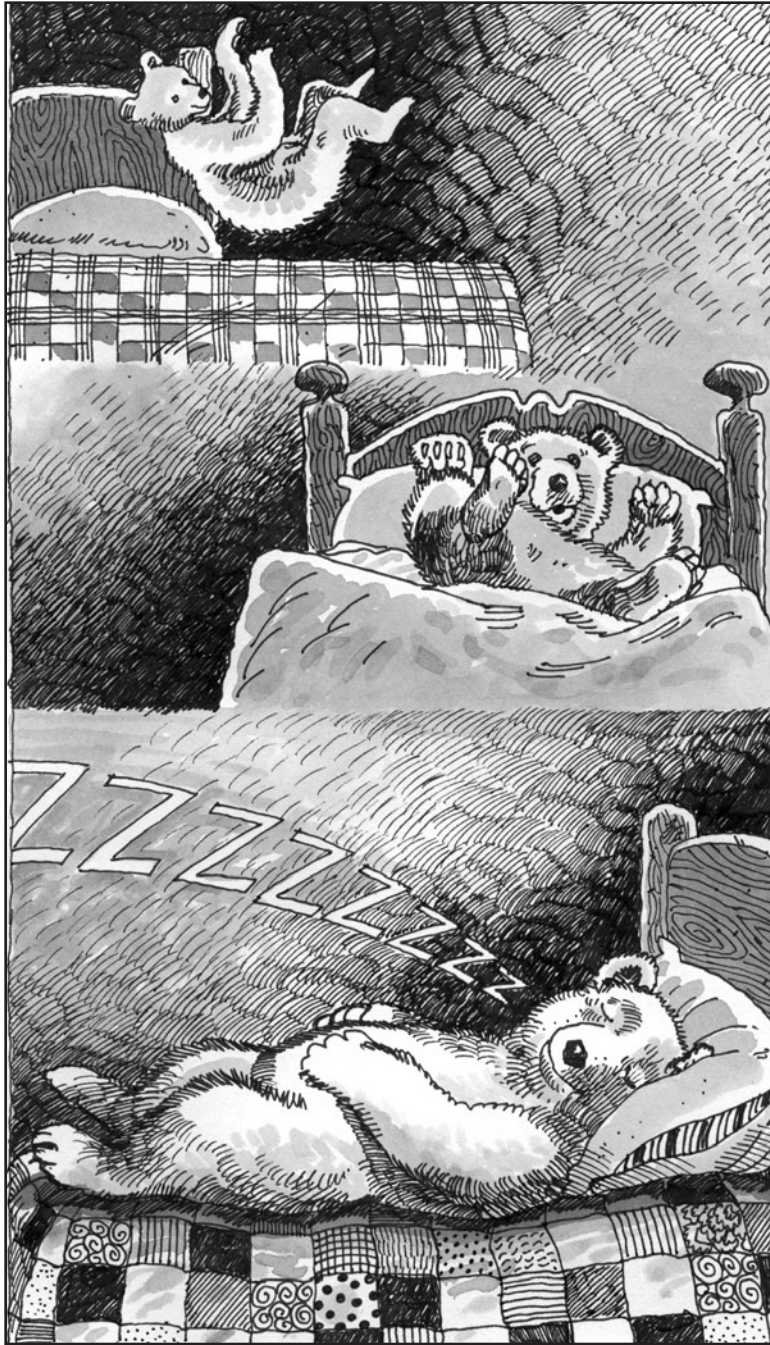
“Oh well,” she yawned. She didn’t have the energy to fix the broken chair. A sleepy Goldilocks **wearily** climbed the stairs searching for a bed. She plopped onto the first bed she saw—Papa Bear’s huge bed.

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Zzzzz.”



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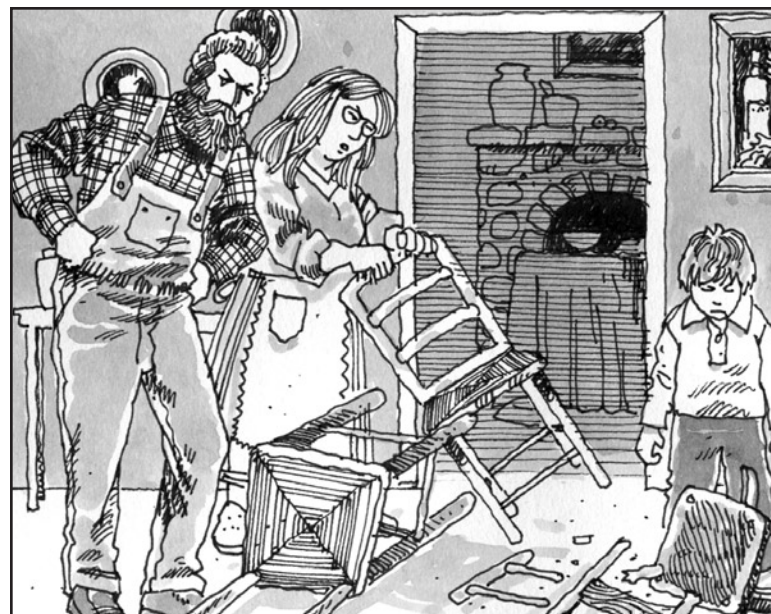
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Name _____

Instructions: As you read, list causes in the left boxes and their effects in the right boxes.

Cause



Effect

Cause



Effect

Cause



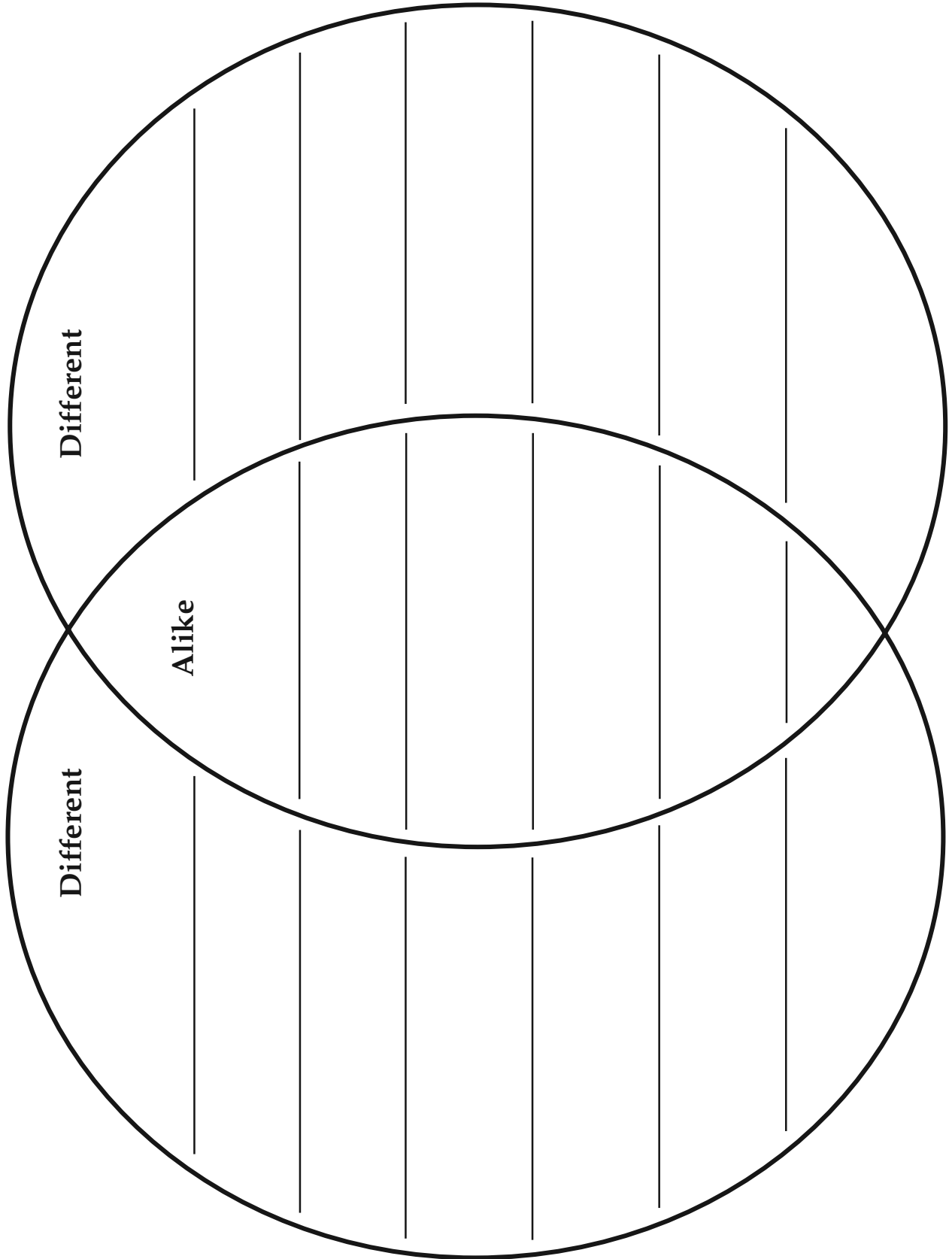
Effect

Name _____

Instructions: Compare *Goldilocks and the Three Bears* to the story of *Goldilocks and the Other Three Bears*. Write details that tell how the two books are different in the outer circles. Write details that tell how the two books are alike where the circles overlap.

Goldilocks and the
Three Bears

Goldilocks and the Other
Three Bears



Name _____

Instructions: Use your book to find all of the past-tense irregular verbs that the author used. Write all of the past-tense irregular verbs in the *left-hand* box below. Then write all of their present-tense matches in the right-hand box.

Past-tense verbs	Present-tense verbs

Name _____

Instructions: Write one sentence for each pair of homophones. Use each homophone once within the sentence. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to help make them fit in the sentence.

Example: (eight/ate)

Johnny ate eight hot dogs, but he didn't win the contest.

1. (where/wear)

2. (plane/plain)

3. (in/inn)

4. (flew/flu)

5. (red/read)

6. (cent/sent)

7. (knew/new)

8. (see/sea)

9. (their/there)

10. (hair/hare)

Dogs at Work

A Reading A-Z Level P Leveled Reader

Word Count: 723

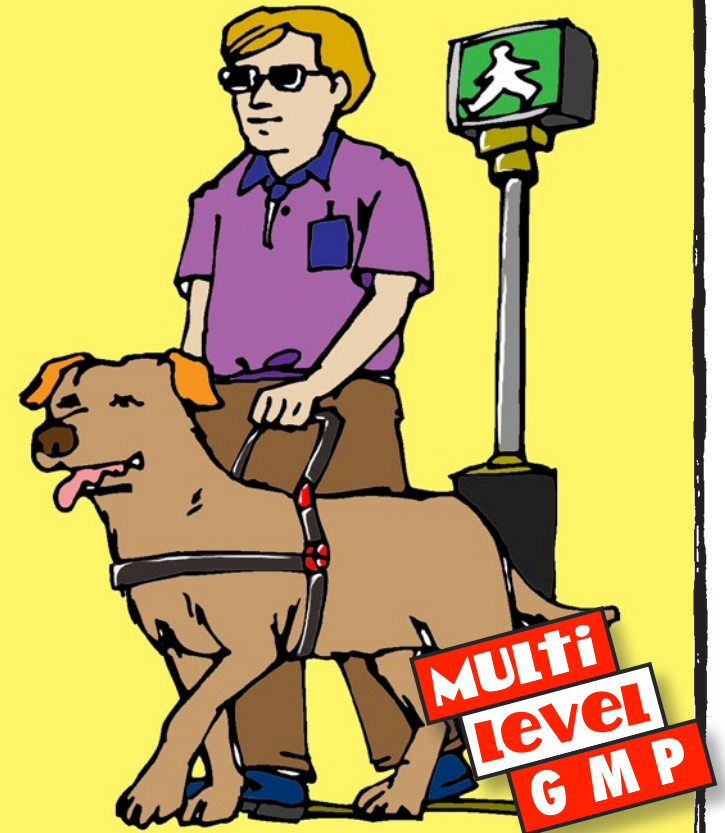


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Dogs at Work



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Illustrated by Joe Boddy

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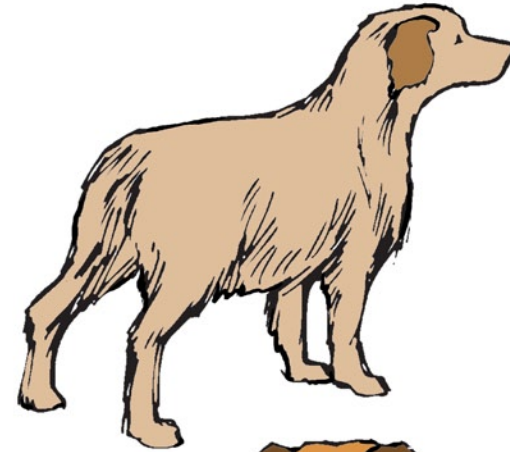
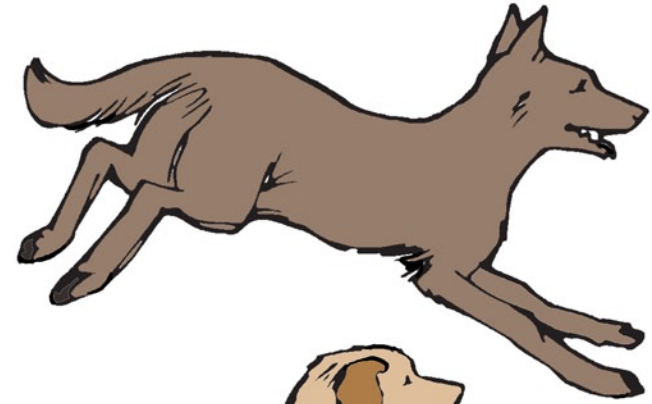
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Correlation

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Fountas & Pinnell	M
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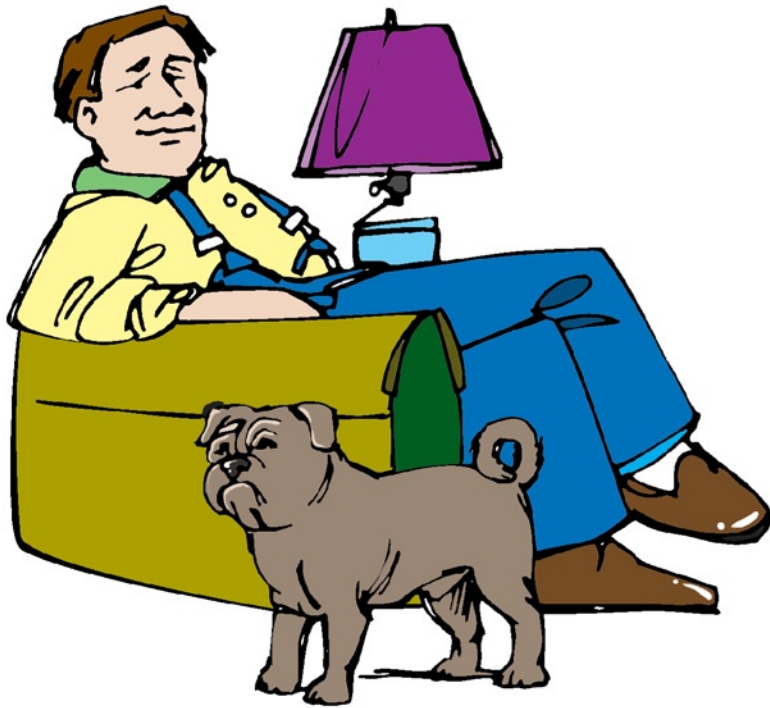
Introduction

Dogs are smart. They are fun pets and great friends. Dogs can hear and smell better than we can. They learn fast and like to be helpful. Some dogs are trained to help with very special work.



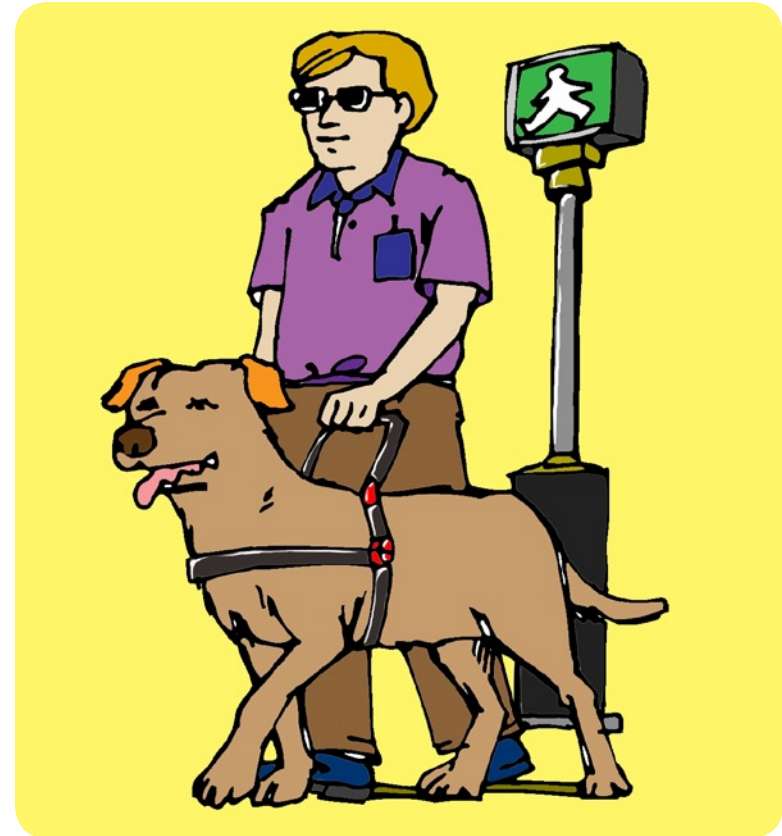
Hearing Dog

People who can't hear may miss important sounds. They won't hear an alarm clock, a doorbell, or someone calling their name. They wouldn't hear a robber break a window. A hearing dog is trained to alert them to sounds.



Therapy Dog

Therapy dogs help people to feel better. They are gentle and patient. They visit people in nursing homes, hospitals, and homeless shelters. They provide quiet company when someone is sad or ill, or feels lonely.



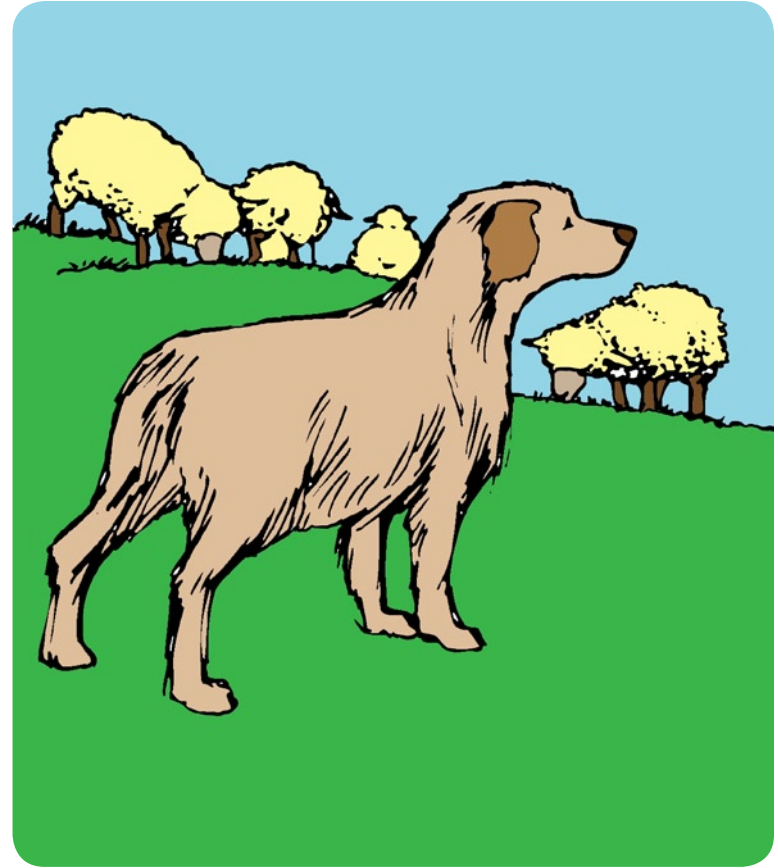
Guide Dog

A guide dog is trained to help someone who can't see. The dog always stays at the person's side. The guide dog helps a blind person cross a busy street safely. It can warn the person about curbs and steps.



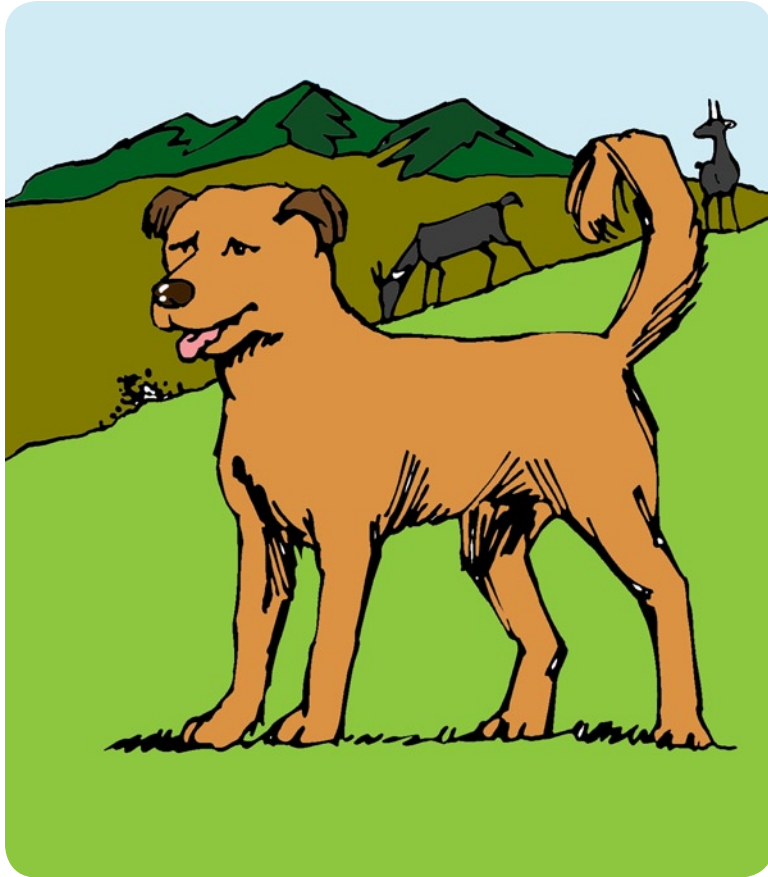
Assistance Dog

Some people have an illness or injury that makes it hard to move. What if you couldn't pick up something you dropped, or couldn't open a door by yourself? An assistance dog helps a person who has a physical disability.



Herding Dog

Sheep spend most of their lives in a large grassy pasture. They may wander to different areas. Sometimes the farmer needs them all in one place. The herding dog finds all the sheep and moves them to that spot.



Livestock Guard Dog

Ranchers raise sheep, cattle, and goats in open countryside. An unguarded herd may be attacked by wild animals. A livestock guard dog grows up with a herd. They are the dog's family, and the dog protects them from danger.



Search-and-Rescue Dog

Sometimes people are lost in the woods or are trapped in a building that fell down. Search-and-rescue dogs find people who are lost, hurt, or trapped. They move slowly and carefully, finding people rescue workers might not see.



Termite Dog

Termites are insects that damage buildings by eating the wood. They are hard to find, so they are hard to get rid of. Specially trained beagles can smell their nests. Then the termites can be destroyed, and the building can be repaired.



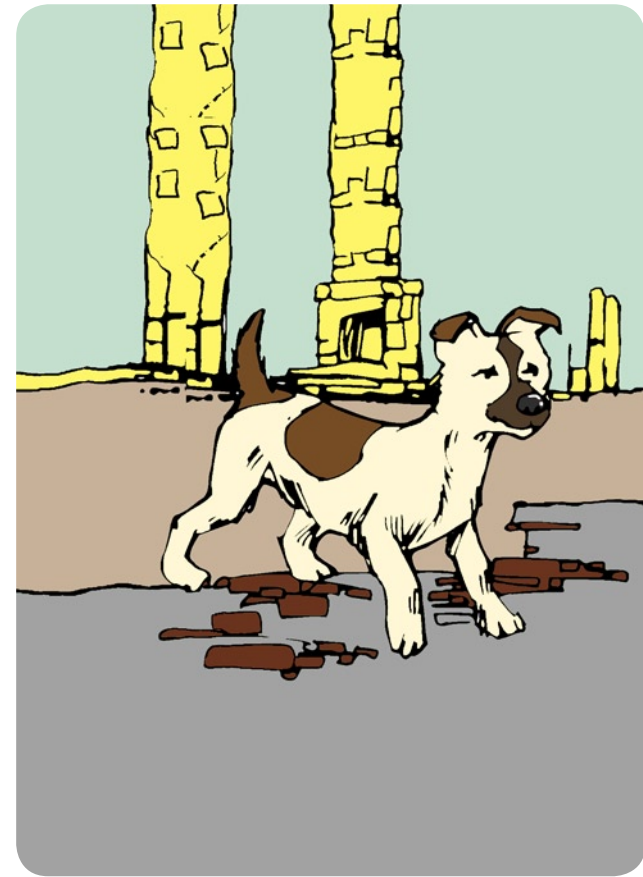
Hunting Dog

Hunting dogs are trained to help hunters find game animals. They point to them or chase them out of tall grass. If the hunter shoots a flying duck, the dog will find it and bring it back, even if the duck falls in the water.



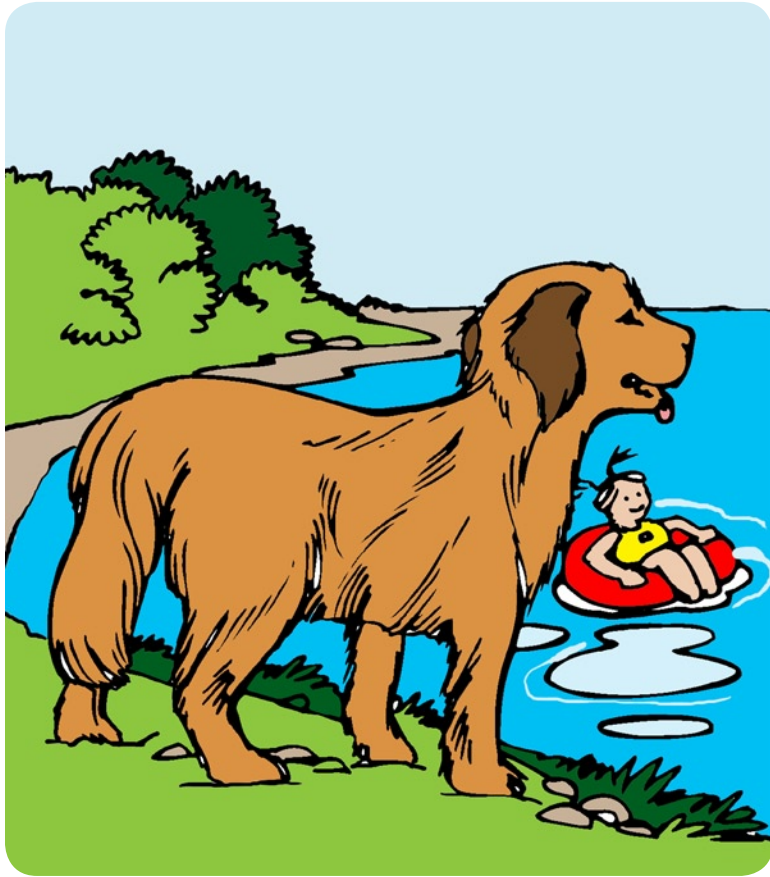
Police Dog

Police dogs can chase a criminal and trap him or her until the officer can make an arrest. Police dogs can also sniff out a criminal's best hiding place. They will attack someone who is threatening a police officer.



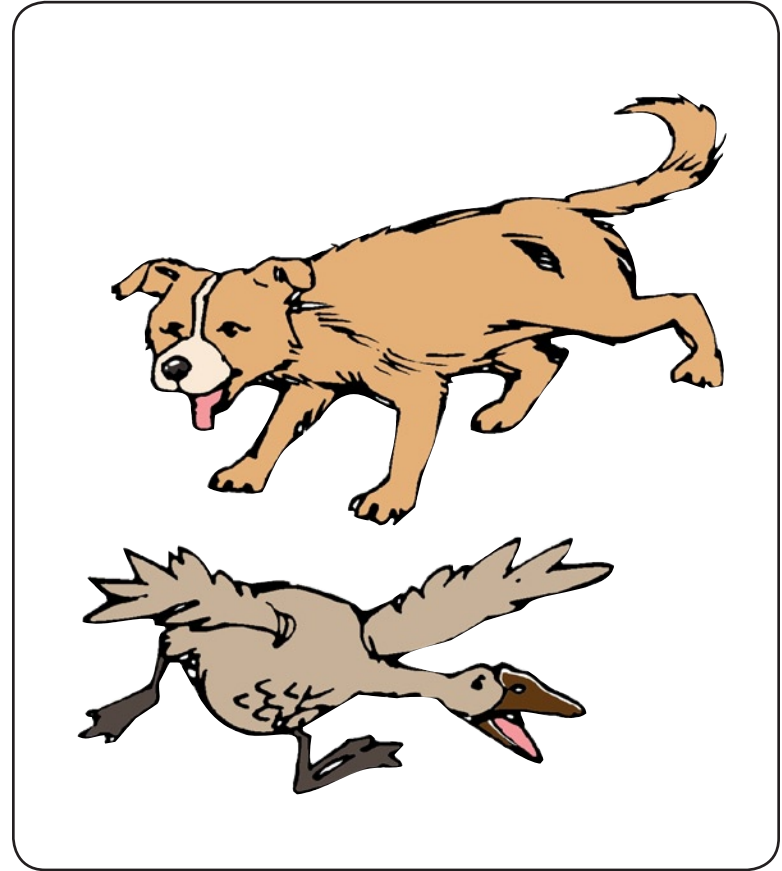
Arson Dog

After a building has burned down, it may be hard to find out if someone started the fire on purpose. Arson dogs are trained to alert their handler if they smell chemicals that might have been used to start the fire.



Water Rescue Dog

Big Newfoundland dogs are strong swimmers. In Italy, they work as lifeguards. They will jump in the water and pull a drowning person to safety. Some can even jump into the water from a helicopter!



Goose Dog

Geese are large and messy. At airports, they are a danger to airplanes landing or taking off. Geese also wander across golf courses. Border collies chase geese away from places where they may cause problems.



Drug Dog

Specially trained dogs work at airports and post offices to find hidden drugs. They sniff baggage, packages, and mail. Their amazing noses find even the best hiding places.



Seizure-Alert Dog

Some diseases cause seizures, during which a person loses control of his or her body for a few minutes. If a person is driving or swimming, he or she can be hurt or die. The trained dog senses a seizure may happen. Their early warning can help the person get to a safe spot.



Baseball Retriever

Pacific Bell Park is a baseball park located alongside San Francisco Bay. A long home run, called a Splash Hit, can land in the water! Baseball collectors value these balls. A trained dog from the Baseball Aquatic Retrieval Korps (B.A.R.K.) jumps into the Bay to retrieve each ball from the water.



Conclusion

Dogs help us do many types of jobs. They learn fast. Dogs help to keep us safe, play with us, and make us laugh. Trained dogs can even be babysitters, TV stars, rodeo clowns, and sled dogs. Can you think of other great jobs for dogs?

Name _____

INSTRUCTIONS: Write a different main idea in each left-hand boxes below, using the section titles to help you. Then, in the right-hand boxes, list at least three details from that section. You may use your book to help you find the best answers.

Title	
Topic	
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.

Name _____

INSTRUCTIONS: Write the correct *r-controlled* a word in each blank. Choose the words from the word bank.

smart

alarm

hard

farmer

lifeguards

warn

park

large

1. Dogs are _____, and they learn fast.
2. A person who can't hear won't hear an _____.
3. A guide dog is trained to _____ its person about steps.
4. Sometimes it is _____ for firefighters to discover the truth about a fire, so they use a trained dog to help.
5. A _____ uses a dog to help with sheep.
6. Dogs that are strong swimmers can work as _____.
7. The dog at the baseball _____ brings the balls back to the field.
8. Some dogs chase away _____, messy geese.

Name _____

INSTRUCTIONS: Change each singular word to plural by adding -s or -es and write the new word on the line provided.

1. box

2. dog

3. wish

4. hand

5. match

6. boss

7. inch

8. marker

9. quiz

10. glass

Art Around Us

A Reading A-Z Level P Leveled Reader

Word Count: 823

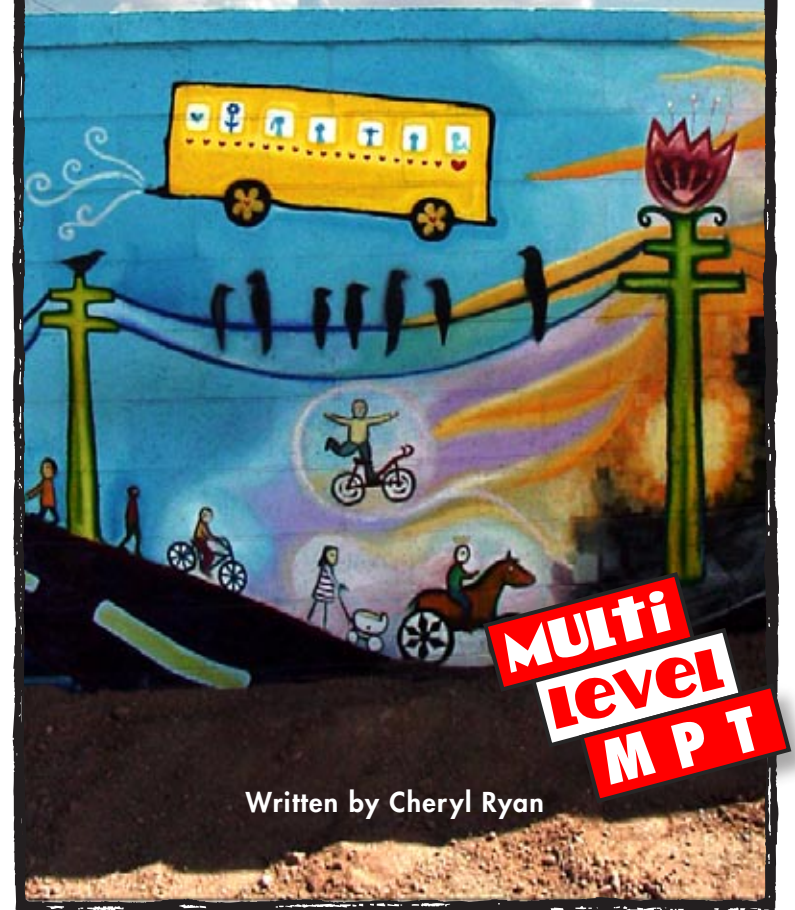


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Art Around Us
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Introduction

Art is all around us, in many different forms. Different types of artists make different art. Some use paint, paper, glass, or clay. Others use stone, computers, or even plants. An artist can make almost anything into art.



Alfred Quiroz painted this picture of himself. It is a self-portrait.

Painters

The most familiar kind of artist is a painter. Some painters paint objects or famous people. Most painters use a brush. Some painters splash, spray, or drip paint. Others paint with odd liquids, such as mud.



Mural on a wall

Painters paint on every type of surface. Some paint on dishes, windows, or furniture. Many painters create **murals**. Murals are large paintings painted onto a wall or the side of a building.

Sculptors

Some sculptors use sharp tools to carve shapes into wood, stone, ice, or wax. Others make **soft sculptures**. They weave fabrics, yarns, or strips of leather. Some sculptors **cast** shapes and statues in metal.



Wood sculptor



Metal casting in bronze

To cast a metal sculpture, first sculptors carve a clay model of the shape. Then they cover the clay shape with wet plaster, which dries and hardens—like the cast on a broken arm—into a mold. Then they pour hot, liquid metal into the hard plaster mold. The liquid metal cools and hardens. Then sculptors remove the plaster mold from the sculpture. They can now polish their artwork.

Potters

Potters make art with soft, wet clay. Their art is pottery. Potters put a lump of wet clay on a **pottery wheel** that spins very fast. Potters use their hands to pinch, push, and pull the lump of clay into the shape they want.



Forming clay pottery



Baking clay pottery

The clay shape is baked in a very hot oven called a **kiln** (pronounced kill). The heat bakes all the water out of the clay. When it's dry, the baked clay is called **ceramic**. Artists use a special paint called a **glaze** to give the ceramic a shiny, colorful surface.

Glassblowers

Glass is gooey when it melts, like heavy syrup. Glassblowers scoop up a blob of hot glass with a long, hollow metal tube, called a **blowpipe**. They blow air through the tube to make a glass bubble. While the glass is hot, they can rotate or swirl the bubble. They can make it as wide, long, thin, or tall as they want to.

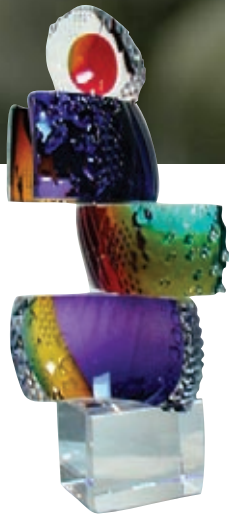


A glassblower shapes a ball of glass.



Hot glass is soft and can be shaped in many ways.

While the glass is soft, it's easy to work with and to shape. Artists might add colorful streaks and swirls or a handle or knobs. Glassblowers work very quickly but must be very careful. When glass cools, it breaks easily.



A glass sculpture

Fiber Artists

Thread, yarns, and fabric pieces are used to make fiber art. Weavers loop different yarns on a machine called a **loom**. They weave threads to make different designs. Weavers create rugs, blankets, mats, wall hangings, and fabrics for clothing.



Weaving loom



Patterned quilts and dolls are popular forms of fiber art.

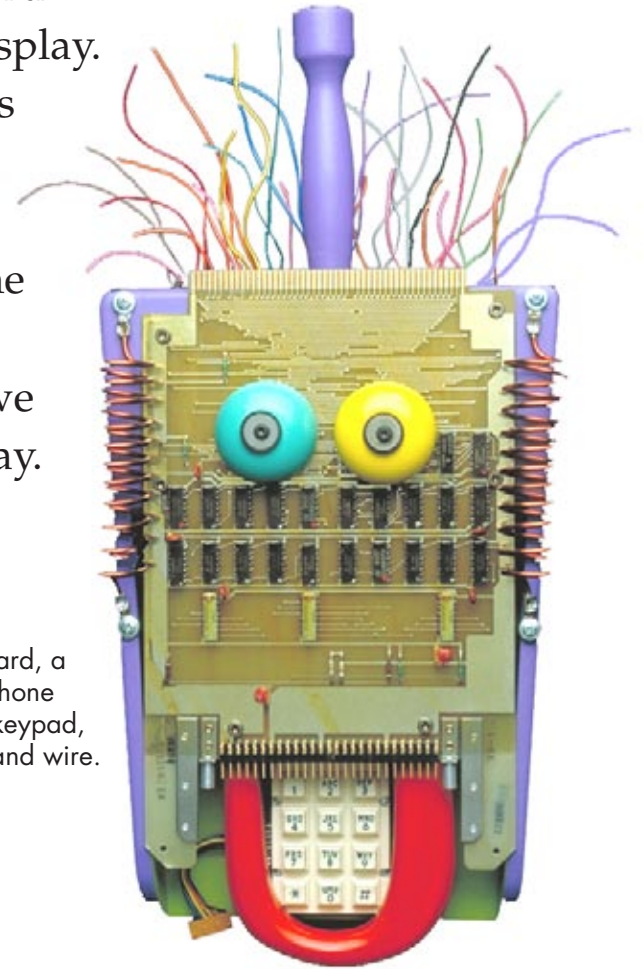
Quilters make art from pieces of cut fabric. They sew the pieces together to make quilts. Years ago, new fabric was expensive. People saved money by using fabric scraps to make their bed covers. They made beautiful designs by stitching together the pieces in creative ways.



Unusual Art

Some artists make **found object art** out of junk, car parts, old toys, wire, and other scrap materials. Other artists take an everyday object, like a water fountain, and put it in a museum display.

These artists want us to look more closely at the designs of the things we see every day.



An artist made this funny face using a wooden cutting board, a circuit board, telephone bells, a telephone keypad, industrial springs, and wire.



Many sand castles are true works of art.

Many artists like to use natural objects to make art. Some create huge shapes on beaches using rocks and sand. Others collect beautifully shaped driftwood to build sculptures. Some artists use branches, rocks, and plants to make imaginative shapes in a garden or park.

Installations are entire rooms or buildings that have been made into works of art. The artist fills the room with objects, colors, shapes, sounds, and lights to create a special feeling. Installation artists want you to walk around inside. They want you to look at and touch parts of their room-sized work of art.



An installation uses a whole room to make art.



An ancient cave drawing

Where Art Is Found

The oldest art was painted in caves or scratched into rocks. These very simple images tell stories about what life was like long ago. Scientists digging in ancient ruins find pottery, wall murals, carvings, and tile **mosaic** floors, and other works by early artists.



A Pueblo pot

Art is everywhere. Explore your town. Find different types of art. Visit museums, galleries, and art fairs where artists show their work.



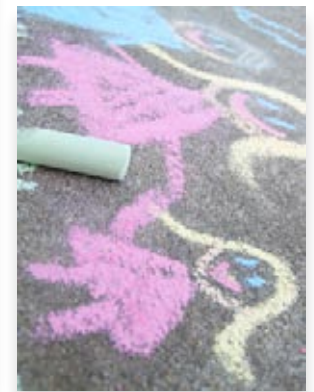
(top) Art museum. (bottom) Public art comes in many shapes and sizes.



(top) A mural of a lighthouse creates an interesting illusion.
(bottom) Elephant sculptures add fun to a park.

Look for art. It's all around you. Find outdoor sculptures in a park and murals you can see while on a walk or a bike ride.

You can make your own art, too. Use colored chalks to draw on sidewalks. Use clay to sculpt shapes. Make a snow sculpture or a sand castle. Glue pieces of shells, stones, and wood to a frame for a favorite photograph.



Art doesn't have to be serious or hard to do. Art can tell a story, or it can help you say how you feel. Or, it can just be interesting, funny, or beautiful.

Art makes our lives more fun. Look, and you will find art all around you. It's everywhere!



Glossary

blowpipe (n.)	long, hollow, metal tube used to blow air bubbles into melted glass (p. 12)
cast (v.)	to pour hot metal into a mold (p. 8)
ceramic (n.)	baked, dried clay that keeps its shape (p. 11)
found object art (n.)	art made from everyday objects (p. 16)
glaze (n.)	a special paint that seals or decorates ceramics (p. 11)
installations (n.)	entire rooms or buildings made into art (p. 18)
kiln (n.)	a hot oven where clay bakes into ceramic (p. 11)
loom (n.)	a machine that loops yarn into strips of fabric (p. 14)
mosaics (n.)	pictures made from tiny colored bits such as paper, tile, or beads (p. 19)
murals (n.)	big paintings on walls or buildings (p. 7)
pottery wheel (n.)	a spinning wheel that forms clay into round shapes (p. 10)
soft sculpture (n.)	sculpture made with fabric or other soft materials (p. 8)

Name _____

INSTRUCTIONS: On the blank after each statement, write an "O" if the statement is an opinion.
Write an "F" if it is a fact.

1. Some painters create murals on walls.

2. That mural on the wall is very beautiful.

3. Pottery wheels are fun to operate!

4. When glass is hot and gooey, artists add color.

5. Weavers loop colored yarn on a loom.

6. Quilters are not really artists.

7. Sand castles are considered works of art.

8. That sculpture of a cow is ugly.

9. Art is everywhere.

10. The hardest-working artists are sculptors.

Name _____

INSTRUCTIONS: Write each verb in the present tense.

Past Tense

Present Tense

1. decorated

2. created

3. illustrated

4. displayed

5. painted

6. invented

Name _____

INSTRUCTIONS: Choose a word from the word bank to write an antonym for each word.

Word Bank

dry
slippery

dark
original

thick
separate

1. sticky

2. thin

3. light

4. join

5. copy

6. wet

Acropolis Adventure

A Reading A-Z Level P Leveled Reader

Word Count: 887




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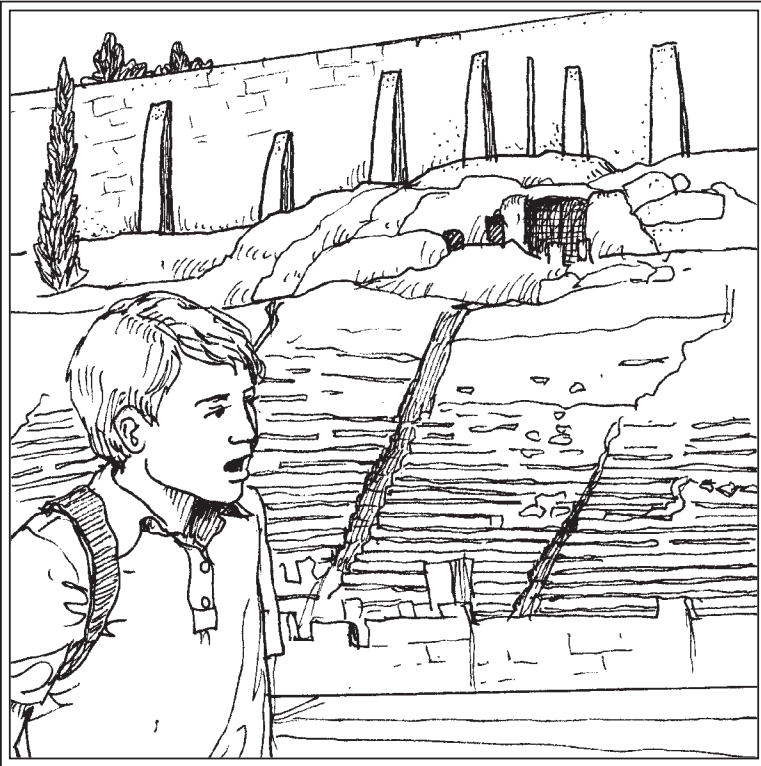
ACROPOLIS ADVENTURE



Written by Troy Wolff
Illustrated by Marcy Ramsey

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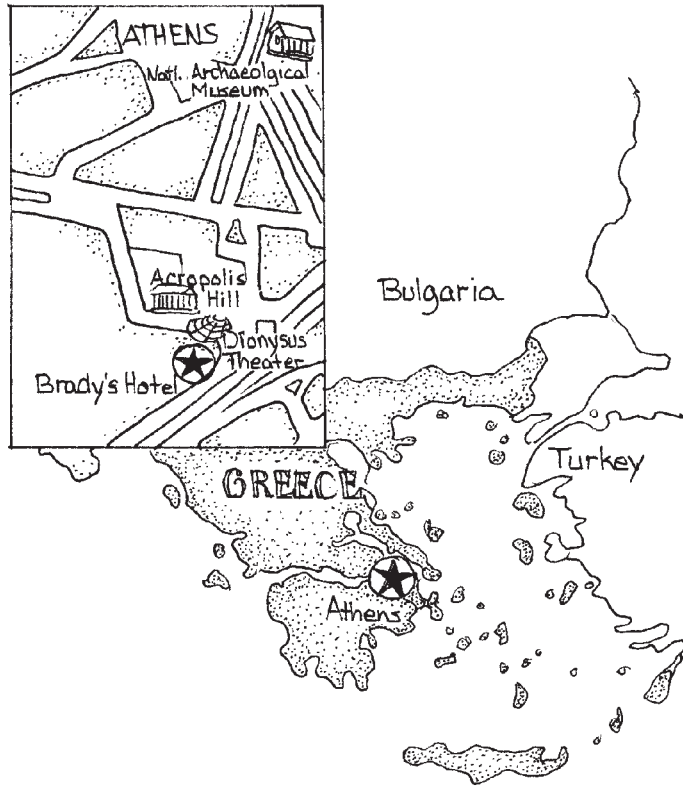


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DIMITRI THE GREEK

"You must be Brady."

Surprised, Brady stopped and looked around the cafe.

"Over here, young man," the voice continued.

"Are you Dimitri?" Brady asked.

"Yes," he answered.

Dimitri's head was completely bald and tanned by years in the sun. His eyes were bright and welcoming. Even though the man was sitting down, Brady could tell he was tall.

Brady was on vacation with his parents in Greece. They had arranged for him to meet Dimitri, an old family friend, while they went to the **Athens** National Museum.

“So, you know my dad?”

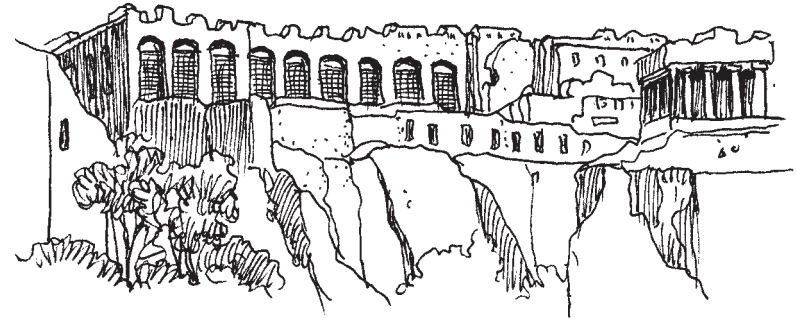
Brady asked.

“Yes. And I’m happy to answer any questions you have about Greece.”

“Well, I don’t have many questions,” Brady answered with a shrug of his shoulders. “All this **ancient** history and learning about other countries is kind of boring.”

“Boring?” Dimitri boomed. “This is one of the most exciting cities in the world.”

“We’ll see about that,” said Brady, not really interested.

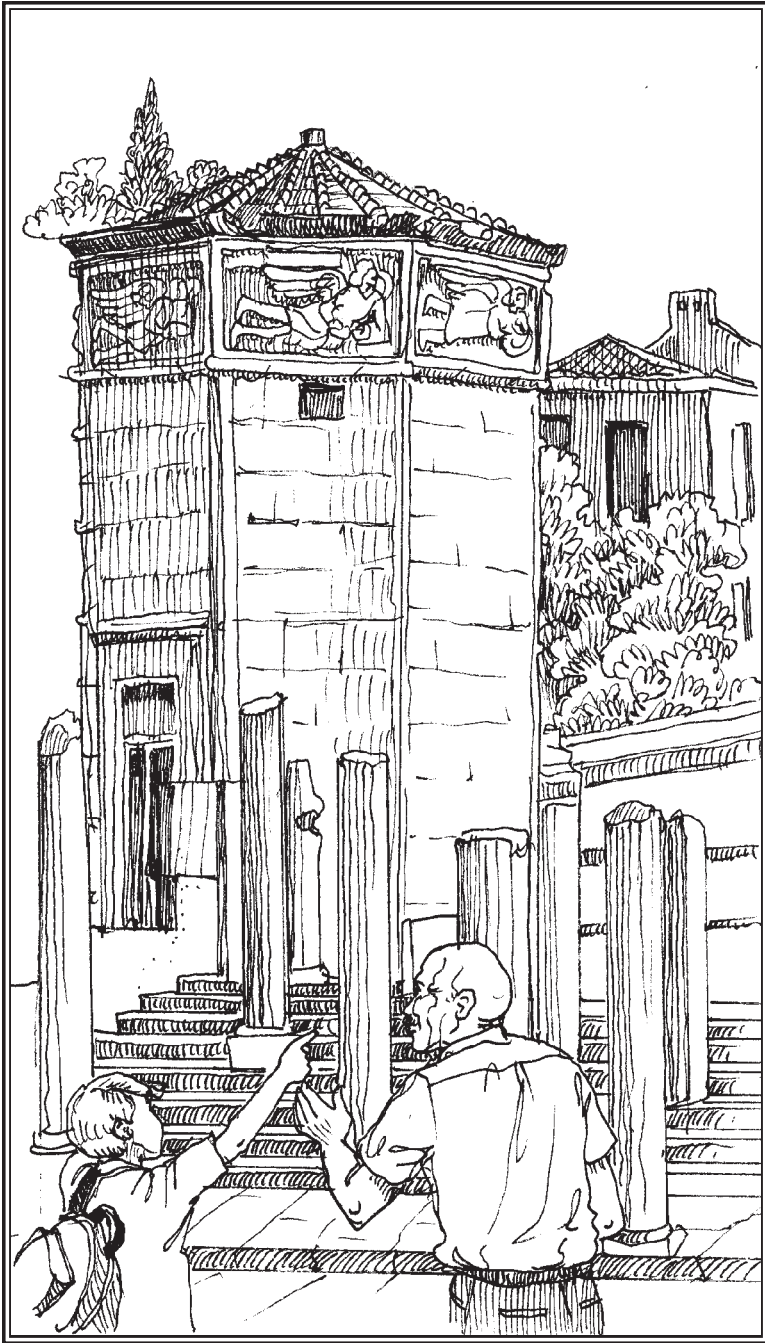


WINDING AROUND THE ACROPOLIS

Dimitri and Brady left the cafe. The pair walked toward the steep-sided hill called the **Acropolis**, which is Greece’s most famous **landmark**.

“What are we doing here?” Brady protested. Instead of answering, Dimitri led Brady toward a stone tower off to their left. It was a two-story-high marble tower with eight sides. At the top of each of the eight flat sides was a carved figure.

“Brady, tell me what you see,” Dimitri said, pointing to the tower.



"Um, I guess I see a tower,"
Brady answered.

"That's obvious," Dimitri smiled. "Look
closer and tell me what you see."

Brady shaded his eyes and focused.
He noticed several small metal rods
rusted with age. They poked out from
the flat sides of the tower at odd angles.
Each rod rose out from one of the carved
figures. "Dimitri, what are those rods
for?" Brady asked.

"This landmark is called the Tower of
the Winds. Brady, look more closely at
the carvings. Do you see the straight
lines cutting through the carved figures?"

"Yes," Brady answered.

"Do you know what a sundial is?"
Dimitri asked.

"Yeah," Brady answered. "It tells time by
the shadow created by the Sun, right?"



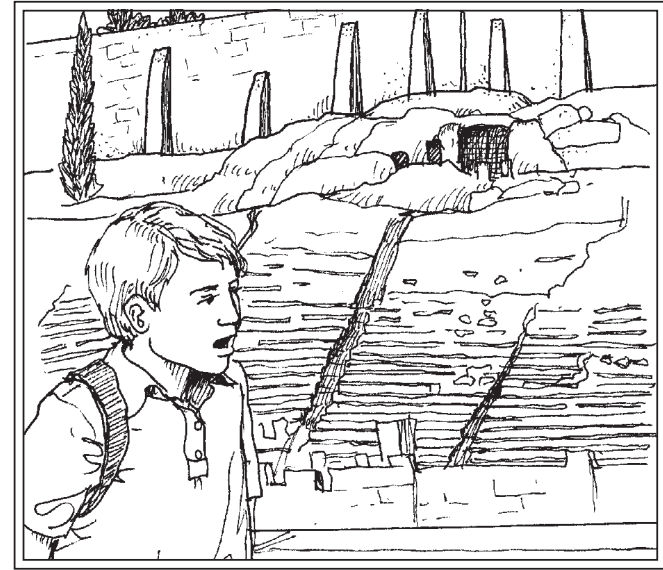
"Yes. This tower does indeed tell time, but it's also a calendar," said Dimitri.

"I don't understand," Brady said.

"It's quite brilliant, really," Dimitri continued. "The Sun changes position in the sky throughout the year. When hit by the shadow cast by the rod, the lines informed citizens of Athens of the exact time of day. They also revealed the exact time of year."

"That's kind of cool," Brady answered.

"Speaking of time, we better get moving. We have much to see," said Dimitri.



DISCOVERING THE THEATER

Dimitri and Brady soon rejoined the crowds walking around the Acropolis. Suddenly, Brady gasped, "Whoa! What's that?" Stretching up toward the Acropolis stood row after row of stone benches. The benches brightly reflected the midday sun.

"Brady, do you like movies?"

"Yeah, of course," Brady answered.

"All our ideas of drama and **comedy** began here with **Greek** theater."

Brady tried to picture the stone theater filled with people.

The actors must have **struggled** to have their lines heard by those seated in the very top rows.

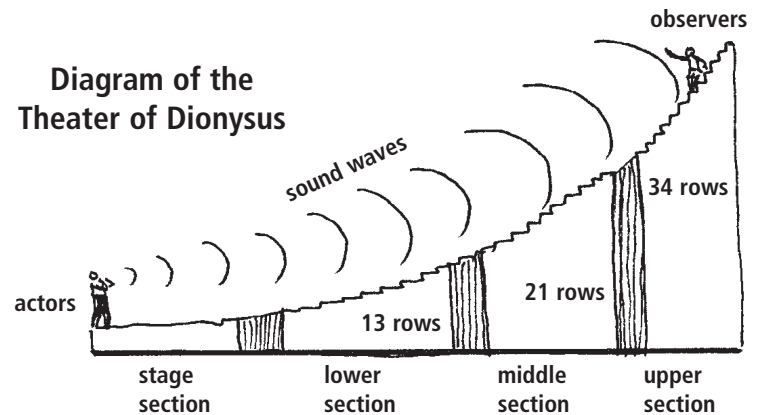
"Dimitri," Brady asked, "Did they have microphones back then?"



"Brady, it was 400 BC," Dimitri laughed.

"There were no microphones."

"Then how could people watching from the top rows hear the actors onstage?"

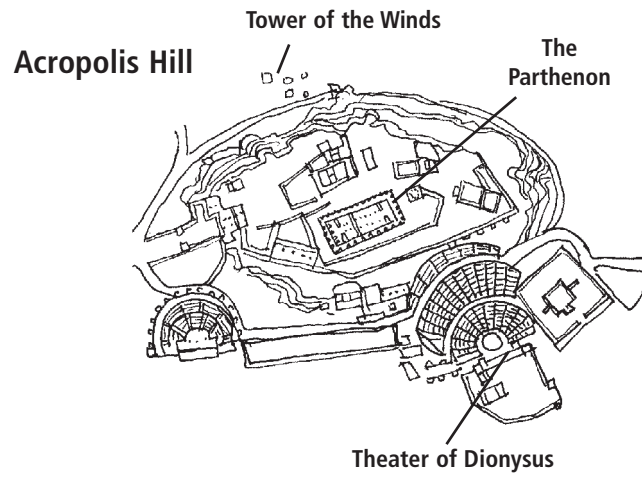


It was all based on mathematics, Dimitri explained. The theater was divided into three equal sections. There was a lower, middle, and upper section. Each section of the theater was tilted at a slightly higher angle than the level below it.

This created a bowl that trapped the sound from the stage. No matter where you sat, the sound was the same.

"I can't believe things like this could have been built so long ago," said Brady.

"Well, my friend, just wait. We still have the Acropolis to visit," Dimitri said.



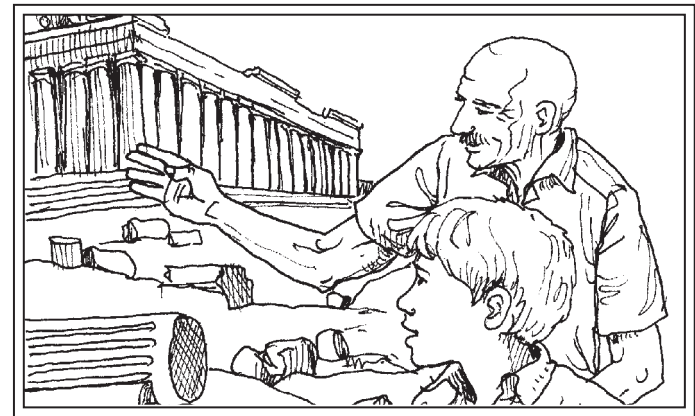
CLIMBING TO THE TOP

"Dimitri, I don't know what the big deal is," Brady said. "We've walked all this way to see the Acropolis, but all it looks like is a bunch of broken rocks."

"Brady, my young friend, be patient," Dimitri said. "You need to pay more attention to the little details of life. This is an important lesson for you to learn."

Sure enough, after reaching the top, Brady's jaw dropped open at the sight before him.

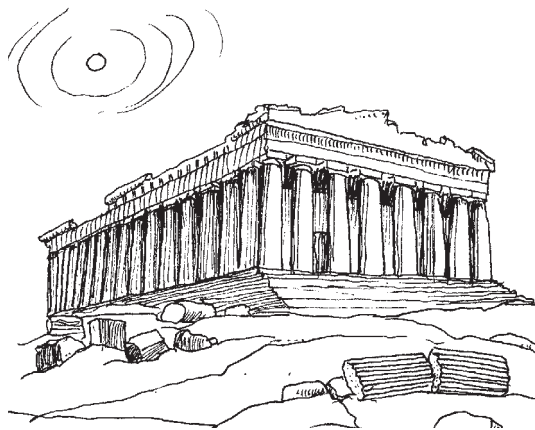
On the highest point of the Acropolis hill stood a stone temple with massive **columns** of marble. It was as big as a modern football stadium, and it was decorated with carved figures. The entire building seemed to glow in the late afternoon light.



Brady's thoughts spun as he pictured this temple being built by ancient people.

"So, was it worth the climb?" Dimitri asked playfully.

"Yes, it's awesome," Brady said.



As the Sun began to set, Brady thought about everything he'd seen.

"You are right, Dimitri. I need to pay more attention to the details of life. I would have missed many of these sights if I had been by myself. Thank you for opening my eyes."

"You don't need to thank me, my friend," Dimitri answered. He put a hand on Brady's shoulder and joined him in **admiring** the sunset. In the fading light, Brady thought to himself that he would leave Greece a different person than he was when he arrived.

GLOSSARY

- Acropolis** (*n.*) a series of fortified structures built on the top of a hill in ancient Athens (p. 6)
- admiring** (*v.*) respecting or approving a person or a quality (p. 15)
- ancient** (*adj.*) from a very long time ago (p. 5)
- Athens** (*n.*) the capital of Greece (p. 5)
- columns** (*n.*) tall, cylindrical posts used as supports and decoration for buildings (p. 14)
- comedy** (*n.*) a type of entertainment with funny characters and a happy ending (p. 11)
- Greek** (*adj.*) of or relating to the country of Greece and its people (p. 11)
- landmark** (*n.*) a building or site that is important because of its history (p. 6)
- struggled** (*v.*) had a hard or difficult time (p. 11)

Name _____

INSTRUCTIONS: Draw a picture to represent a part in the story where you stopped to visualize to help you understand what you'd just read.



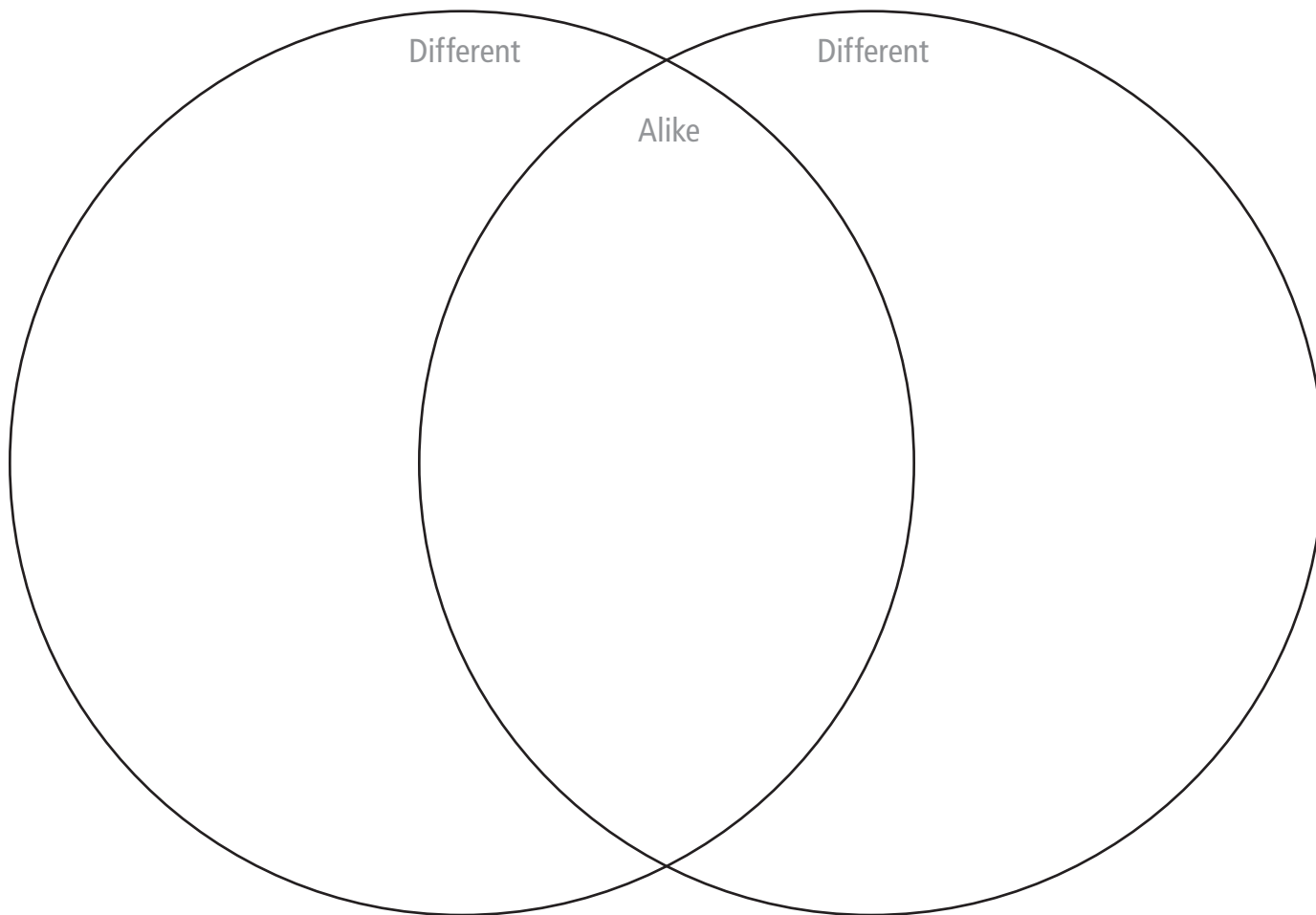
INSTRUCTIONS: Write at least five sentences to explain your drawing and the scene it represents.

Name _____

INSTRUCTIONS: Compare and contrast ancient Greece to present-day Greece. Write the two topics you are comparing on the lines below. Write the details that tell how the topics are different in the outer circles. Write details that tell how the topics are alike where the circles overlap.

Topic: _____

Topic: _____



ALIKE: _____

DIFFERENT: _____

Name _____

INSTRUCTIONS: Use *Acropolis Adventure* to complete the work below. For each example, write (S) for simile or (M) for metaphor to the left of each number to identify each example. Next, find the page on which the simile or metaphor is found in the book, and write the page number inside the parentheses. Finally, on the lines beneath each example, write what the simile or metaphor is being compared to.

_____ 1. like a huge cruise ship (page _____)

_____ 2. like spokes on a wheel (page _____)

_____ 3. like a flock of pigeons (page _____)

_____ 4. a giant marble calendar (page _____)

_____ 5. like rivers (page _____)

_____ 6. as if floating on the wind (page _____)

_____ 7. like a private park or cemetery (page _____)

_____ 8. as one giant sundial (page _____)

_____ 9. like a snake (page _____)

_____ 10. as big as a modern football stadium (page _____)

The State Hermitage: Russia's Amazing Museum

A Reading A-Z Level P Leveled Reader

Word Count: 743



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A fake Fabergé
pug dog from
the 1980s

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Visit the Museum Virtually

You can see masterpieces from the art collection.
You can visit each of the 353 rooms. You can even read
first-person stories from brave people who helped save
the Hermitage from disaster. All of this can be done
from your home or school by visiting the website:
www.hermitagemuseum.org.

The State Hermitage:
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Fly Eating a Pear,
a Japanese netsuke,
1700s–1800s
Netsuke were used
to attach small
pouches or boxes
with a cord to
a person's belt.



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This gallery is a reproduction of a famous painter's
work in the Vatican.



Introduction

Welcome to the State Hermitage Museum in St. Petersburg, Russia. My name is Pavel. Let me show you my home—the greatest museum in the world. It has a rich history, more than three million works of art, and has survived many disasters. All of these **characteristics** make my home great, but just you wait and see.



Do You Know?

The Hermitage can't display all three million works of art in its collection at the same time. Many are in storage. The museum is open for about eight hours each day and is closed for

many holidays. If you spent only two minutes looking at each work of art during museum hours, it would take you more than forty-three years to see the entire collection.



Catherine the Great miniature

History of the Museum

From 1762 to 1796, Catherine the Great was Russia's empress, which is like a queen. My great grandmother's grandmother knew Catherine well. They lived in the Winter Palace together. The

Word Wise

Hermitage (noun)
a French word meaning
"place of seclusion"

Winter Palace is the largest building of the seven that make up the Hermitage today.

Quotable Quote

No one was allowed to see Catherine's collection during her reign. She once said, "Only the mice and I can admire all this." Mice have been a big problem for the Hermitage for hundreds of years. Cats were brought in to patrol the palace to keep mice from destroying the collections. About fifty cats still patrol the Hermitage.

The Hermitage began as the art collection of Catherine the Great. Catherine began her **collection** by buying paintings. In 1764, she bought 225 paintings by Dutch and Flemish

masters. Like most collectors, Catherine continued to expand her collection over the years. Several of the paintings she collected were by famous artists, including Rembrandt and Rubens. You can still see some of these paintings at the Hermitage.

Jean-Baptiste-Siméon Chardin's influence on painters was once compared to Rembrandt's by painter Vincent Van Gogh.



For more than 200 years, the collection has grown from those first paintings purchased by Catherine. It has become one of the world's largest and most **impressive** collections of art. It includes not only paintings but also coins and medals, gold treasures, gemstones, books, armor, sculptures, furniture, and more. It makes my collection of shiny objects seem very small. But I am just beginning my collection. Come with me as I show you a few pieces in the Hermitage's collection.



The Knights' Hall shows armour and arms from the 15th to 17th centuries.



Da Vinci's painting *Madonna with a Flower* was added to the State Hermitage's collection in 1914.



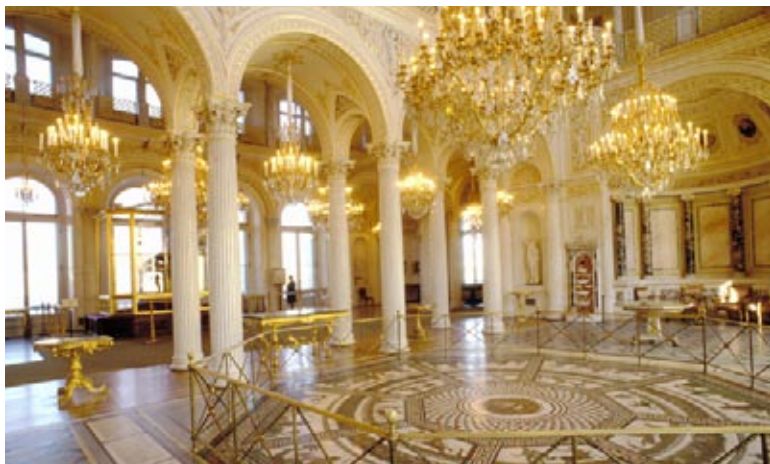
My Favorite Art

Probably two of the most popular paintings in the Hermitage are by Italian artist Leonardo da Vinci. They are called *Madonna with a Flower*, painted in 1479, and *Madonna and Child*, painted in 1490. I can usually see both paintings up close since I'm so small. There is almost always a crowd of people around them.

My favorite paintings are in the museum's collection of works by the French artist, Gauguin. He has a whole room devoted to his work (as do other artists such as Picasso and Matisse). I can stand in the Gauguin room all day, imagining myself on the island of Tahiti, where he painted many of the works in the Hermitage's collection.



I really admire the shapes and colors in the painting titled *Conversation (or the Gossipers)* painted by Gauguin in 1891. I love all the paintings from Gauguin's trip to Tahiti.



The decoration of Pavilion Hall reminds me of cake frosting.

My other favorite work of art in the museum is the museum itself. Many of the rooms are **elaborately** decorated and painted. I feel as if I'm inside a wedding cake whenever I walk into Pavilion Hall. Feelings like that keep me interested in exploring all the rooms, halls, and corners of the museum.



Pretender to the Throne

In one room, I can pretend to be Peter I. He ruled Russia from 1689–1725. His clothes, furniture, books, tools, and other everyday objects make up part of the exhibits in the collection. It's fascinating to peek into the life of a real Russian emperor.



Come early to the museum, as the line to get inside can be very long.



Museum Faces Disasters

Tourists explore the museum with me on most days. It makes me proud that Russian emperor Nicholas I opened the museum to the public in 1852. He built a new building and called it the New Hermitage. It would have been terrible not to have this beautiful collection on display for all to see. But three times in the Hermitage's history **disaster** nearly destroyed everything.

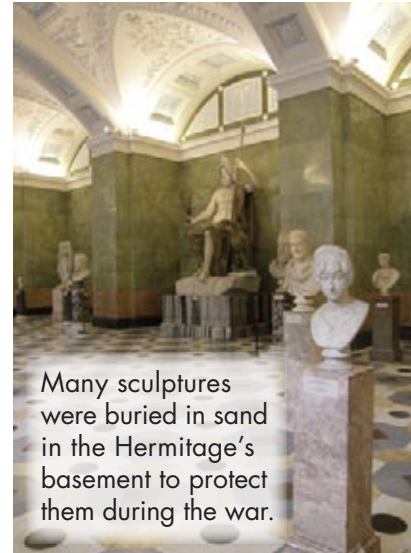
My great-great-grandmother survived the first disaster in 1836. A big fire at the Winter Palace threatened the collection. Palace soldiers took **precious** items from the palace out onto the square as fast as they could. Nearly everything was saved.



After the 1836 fire, many rooms were restored to their original design, including the War Gallery of 1812.

My grandmother told me stories of the second disaster in 1917. A **revolution** happened in Russia. Nicholas II and the royal family were thrown out of the palace. The new government moved the art collection to the capital city of Moscow. No one really knew what would happen to the art.

By October 1917, the ruling government lost its power. A second new government brought back the art and made the Winter Palace and New Hermitage a state museum.



Many sculptures were buried in sand in the Hermitage's basement to protect them during the war.

My mother survived the third disaster in 1941. German troops attacked, and Russia was drawn into the Second World War. Over a million works of art were saved from the battle. Two

special trains filled with art were sent to a remote part of Russia in the Ural Mountains. The Germans cut off St. Petersburg (then called Leningrad) for 900 days. Hundreds of thousands of people, including Hermitage workers, died during the **siege**.



Conclusion

The Hermitage's collection **endured**. It began as a small collection of paintings loved by one Russian empress. It survived several disasters. It has grown to become one of the oldest, largest, and most impressive collections of art enjoyed by the world. I live in the Hermitage as my great-grandmother's grandmother did before me. Now you too can see why the Hermitage is the world's greatest museum and place to live.

Glossary

characteristics (<i>n.</i>)	physical features that help identify someone or something (p. 4)
collection (<i>n.</i>)	similar items that someone chooses to save (p. 7)
disaster (<i>n.</i>)	a sudden, terrible event (p. 12)
elaborately (<i>adv.</i>)	in a way that shows lots of parts and details (p. 11)
endured (<i>v.</i>)	lived through something challenging (p. 15)
impressive (<i>adj.</i>)	having a positive or lasting effect on someone (p. 8)
precious (<i>adj.</i>)	very valuable; greatly loved (p. 13)
revolution (<i>n.</i>)	removing a government from power by force and replacing it with another (p. 13)
siege (<i>n.</i>)	surrounding and often attacking an enemy for a long time while preventing them from getting food and other supplies (p. 14)

Name _____



Instructions: In the first box, write what you're curious about. In the second box, write answers to any of the questions in the first box. In the third box, write questions you still have about the topic.

What I'm curious about

Answers to my questions

What I still want to know

Name _____

Instructions: Write a main idea in each left-hand box. In each right-hand box, list up to three details that tell more about the main idea.

Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.

Name _____

INSTRUCTIONS: Read each sentence below. Using a thesaurus, find two synonyms for the underlined word in each sentence. Write the synonyms in the box next to each sentence. Then choose one synonym to rewrite the sentence on the line provided.

1. The Hermitage can't show all three million works of art at the same time.

2. The Winter Palace is a large building at the Hermitage.

3. In 1764, Catherine bought 225 paintings.

4. You can see some of these paintings at the Hermitage today.

5. I really like the shapes and colors in Gauguin's *Sacred Spring*.

LEVELED READER • P

Fantastic Flying Machines



Written by John Meyer and Elizabeth Austin

MULTI
level
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Fantastic Flying Machines

A Reading A-Z Level P Leveled Reader • Word Count: 855



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Front cover: The Proteus, a very high-flying observation airplane
Back cover: A military helicopter
Title page: The Lockheed Constellation, used to carry the U.S. president in the 1950s

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History of Flight	6
Airplanes	8
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Rockets and Spaceships	17
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3

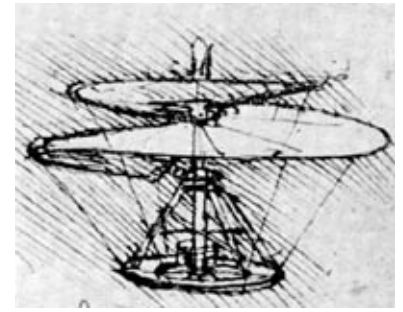
4

Introduction

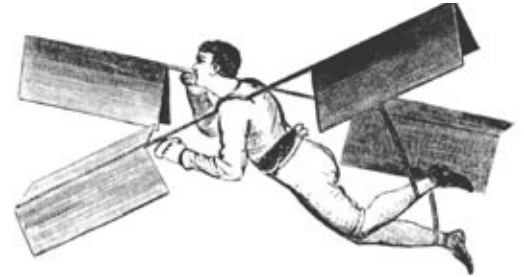
Close your eyes and imagine if you could fly like a bird. Where would you go? What would you see? If you had never seen or heard of an airplane, could you imagine what it would be like to fly? Let's look at some of the fantastic machines that make flying possible.



People have always wanted to fly. They watched birds fly. They dreamed about how wonderful it would be. A few people had good ideas about what made objects move through the air. One man made a small toy propeller that could spin through the air. In the 1400s, Leonardo da Vinci, an artist, drew amazing plans for a helicopter. It might have worked—but he never built it. People experimented. Some strapped wings onto their arms and flapped. A few tied themselves to big kites. Almost everyone crashed, over and over—but they wanted to fly!



Leonardo da Vinci's helicopter drawing



These wings flapped when the person moved his arms and legs.

5

6

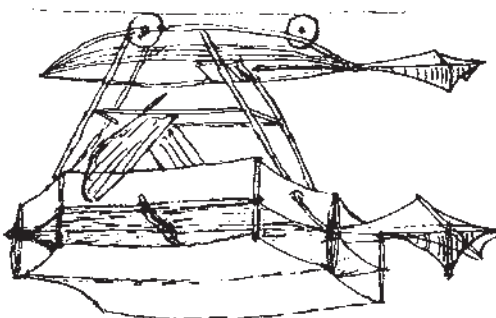
In 1783, two French brothers invented the hot-air balloon. Their first passengers were a sheep, a rooster, and a duck. George Cayley built the first glider that carried a person. Later, an engineer invented a better glider and published his ideas in 1889. A few years later, his ideas and notes inspired many of the designs of the Wright brothers.

History of Flight

George Cayley built the first glider that carried a person.



A sketch of one of Cayley's first gliders





Wilbur Wright watches his brother Orville make his historic flight.

Orville and Wilbur Wright thought about all of these early ideas. They thought about why most of them didn't work. After many tests, the Wright brothers built the first successful airplane that was powered by an engine. It could only carry one person, so they took turns testing it. On December 17, 1903, it was Orville's turn. That day, he flew for one full minute and went 260 meters (850 ft). People could fly!

7

8

Planes have improved a lot since the early days of flight. Large passenger airplanes are the first type of flying machine that most people see. Have you flown in an airplane on a vacation trip? These types of planes can carry about 450 passengers and their luggage. They can take you across the country or around the world.

Airplanes

This commercial airplane carries hundreds of passengers around the world every day.





A Navy jet fighter takes off from an aircraft carrier.



Jet gases form streaks of cloud in the sky.

Many planes that are built to fly high or fast use jet engines. Jet engines are powerful. They push an airplane forward by forcing a stream, or jet, of hot gas out behind them. Some jets can fly faster than the speed of sound.

9

10



This crop duster uses a propeller engine.

Many slower or older airplanes have propeller engines. Each blade on a propeller acts like a wing. The blades create air suction when they spin, like blades on a fan. This force pulls the plane forward. Stunt pilots use small propeller planes to do tricks at air shows. Farmers use them to spray crops.

Some planes are built for a particular task. Mail planes deliver packages overnight. Military cargo planes move trucks, supplies, and troops. Planes set up as offices allow people to work while they fly to business meetings.



This plane can hold 132,000 kilograms (291,000 lbs.) of cargo.

11

12

Helicopters are another common type of flying machine. They can fly and land almost anywhere. Most helicopters have two rotors. The large rotor on top lifts the helicopter. A smaller one on the tail helps the pilot steer. Unlike planes, helicopters can fly backward and rotate. They can even hover in midair!



A helicopter lands on top of a building.

Helicopters



Troops board a military helicopter.



A large helicopter carries a big bucket of water over a wildfire.

Some helicopters are designed to lift heavy loads. These helicopters need two rotors on top. Firefighters sometimes use these helicopters to fight forest fires in remote areas.

13

Helicopters travel faster than cars. Hospitals use helicopters as ambulances to reach injured people quickly. Police use helicopters to find and chase criminals. Rescue teams use them to look for people who are lost.

14



A helicopter ambulance transports sick and injured people.



Beautiful balloons dot the sky.



Hot-air balloon passengers ride in a basket.

Blimps and Balloons

Hot-air balloons fly very slowly. They can't be steered, so they drift where the wind pushes them. Gas burners warm the air inside the balloons, making them rise in the colder air around them. People fly in hot-air balloons for fun. It's a quiet and unusual way to see the countryside from above.

15

Blimps are flying machines that are often seen above large sporting events. Blimps are large, long balloons filled with lighter-than-air gas, such as helium. They usually have two small propeller engines and can be steered by a pilot—but they fly slowly. Blimps attract attention, so companies put their names on them for advertising.

16



Riding in a blimp gives an amazing view.



Blimps are often used to film sporting events.

Rockets and Spaceships

Rockets are very powerful engines that force hot gases out behind them to create thrust. In 1957, the Soviet Union surprised the world when it used a rocket to launch the first satellite. The satellite's name was Sputnik. It captured everyone's imagination. People thought about space travel—and being astronauts. Since then, rockets have carried people to the Moon and have helped to build a space station.



The Saturn V rocket carried astronauts to the Moon.

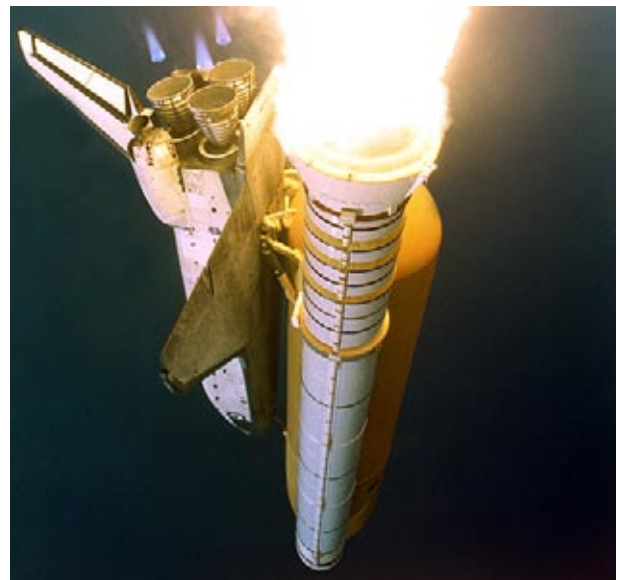
17

The Space Shuttle rides a rocket into space. It carries astronauts and supplies to the International Space Station. On its return trip to Earth, its wings let it land like an airplane.

18



The Space Shuttle in orbit



The Space Shuttle uses rockets to lift off.



A hang glider flies over a beach.



A modern glider aircraft soars in the air.

Other Ways to Fly

Today, there are many ways to fly. Hang gliders take off from cliffs and glide to the earth, drifting on air currents. In sleek, thin glider aircraft, people can soar for hours. Long ago, people could only imagine flying like birds. Now, many people have the chance to fly. Where would you like to fly?

19

20

Wright, Orville and Wilbur, 6, 7

Space Shuttle, 18

rotor, 12, 13

propeller, 5, 10, 16

jet engines, 9

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Name _____

Instructions: Draw what you visualize in your mind for the pages indicated above each box.

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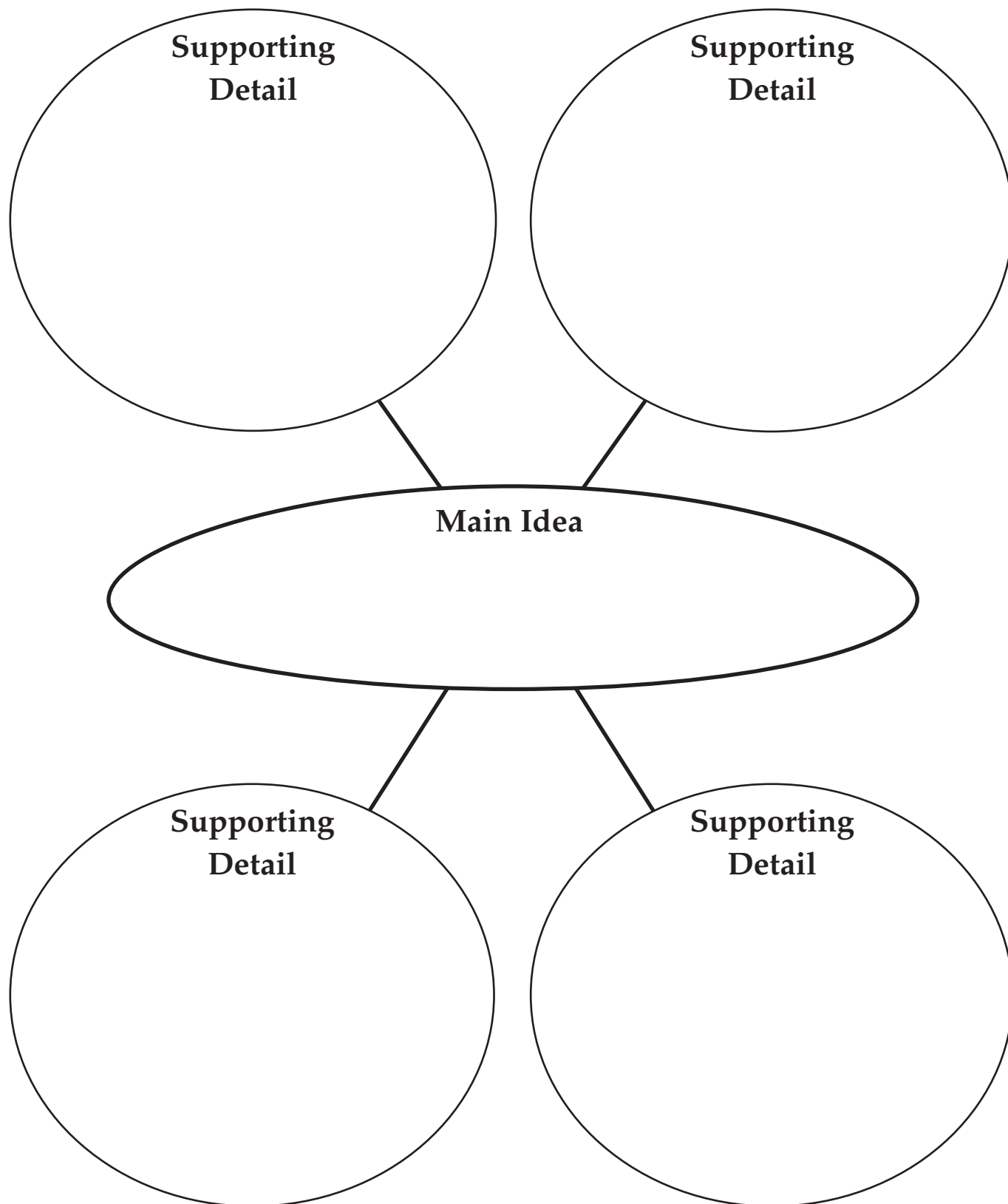
Pages 5 to 11

Pages 12 to 14

Pages 15 to 19

Name _____

Instructions: Reread the section titled "Rockets and Spaceships." Write the main idea in the center of the web. Record the supporting details in the surrounding circles.



Name _____

Instructions: In the text below, circle the letters that should be capitalized. Use a red pencil to circle the letters that should be capitalized as proper nouns. Use a blue pencil to circle the letters that should be capitalized to mark the beginning of a sentence or the name of a chapter.

history of flight

in 1783, two french brothers invented the hot-air balloon. their first passengers were a sheep, a rooster, and a duck. george cayley built the first glider that carried a person. later, an engineer invented a better glider and published his ideas in 1889. a few years later, his ideas and notes inspired many of the designs of the wright brothers.

orville and wilbur wright thought about all of these early ideas. they thought about why most of them didn't work. after many tests, the wright brothers built the first successful airplane that was powered by an engine. it could only carry one person, so they took turns testing it. on december 17, 1903, it was orville's turn. that day, he flew for one full minute and went 260 meters (850 ft). people could fly!



Name _____

Instructions: Part 1: Instructions: Match words in the left-hand column with words in the right-hand column to create compound words found in Fantastic Flying Machines. Then write the compound words you created on the lines below.

air

where

some

plane

any

where

space

one

every

ships

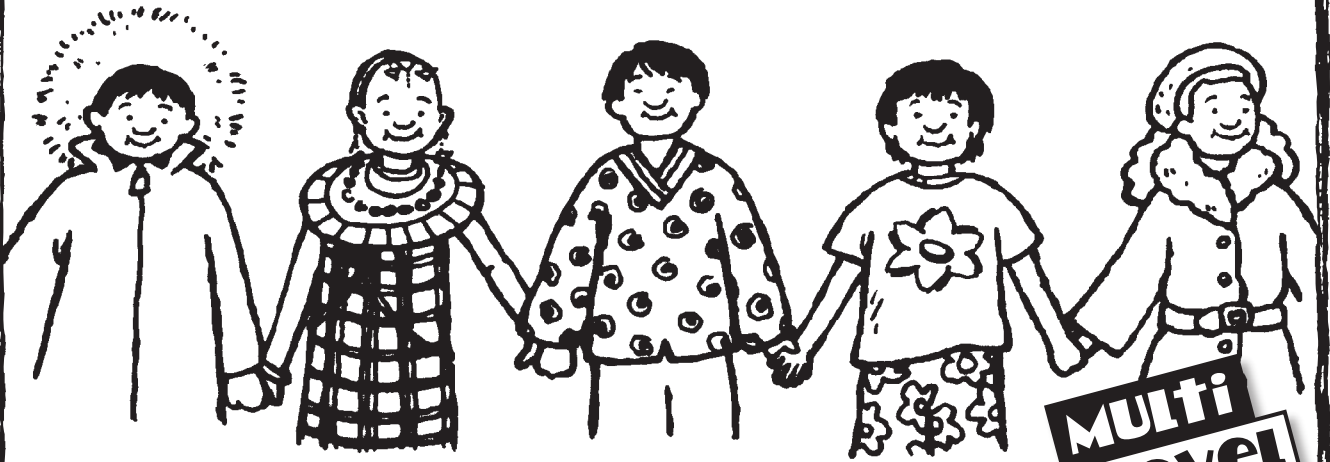


INSTRUCTIONS: Part 2: Think of other compound words you know and write them in the box.
(Examples: rainbow, birthday)



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FRIENDS AROUND THE WORLD



Written by Bea Silverberg • Illustrated by Angela Kamstra

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Friends Around the World

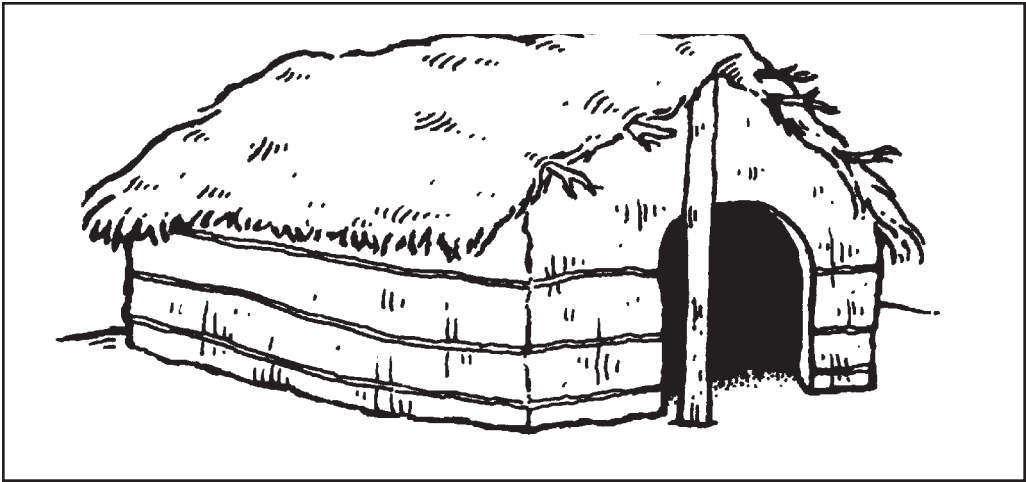
A Reading A-Z Level P Leveled Reader • Word Count: 526



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28	Reading Recovery
M	Fountas & Pinnell

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LEVEL P

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Level P leveled Reader
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Illustrated by Angela Kamstra
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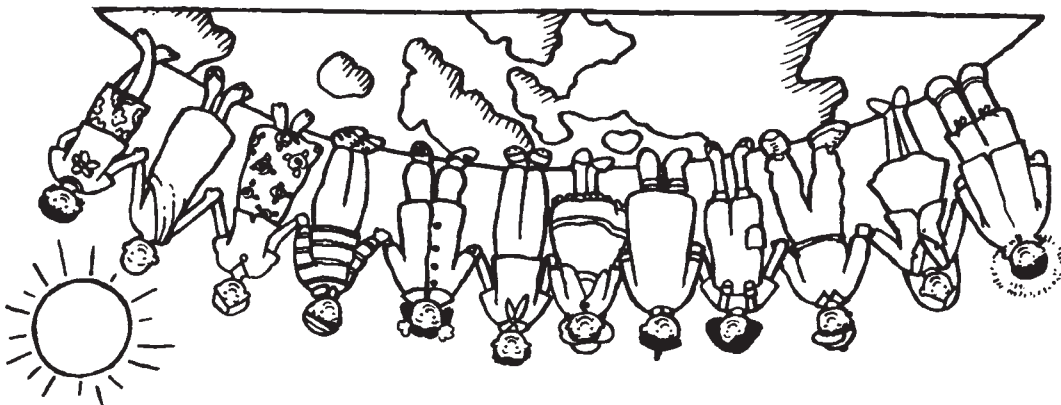
3

4

and play.

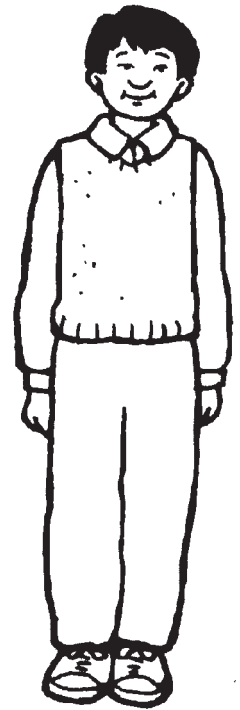
Follow the sunlight as it travels around the world. The Sun shines on new friends in new places. Some of these children are very much like you, and some are different. Some of the places are similar to the place where you live, and some are not. But all of these friends love to sing

INTRODUCTION



LET'S VISIT A FRIEND IN KOREA

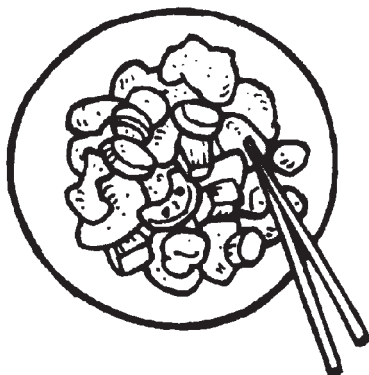
Hi, I am Chang-Yong, and I am ten years old.
My family lives in an apartment in Seoul, the capital
of South Korea. I go to a laboratory school where
I study science and mathematics. My friends and
I play baseball after school.



5

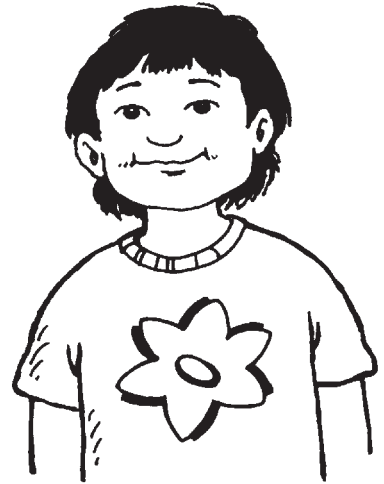
6

On special days I dress in a shiny silk jacket called a *hanbok* (HAN-bok).
Many generations of Koreans have worn *hanboks* for formal occasions.
I enjoy eating **barbecued** beef, which Koreans call *bulgogi* (bul-GO-gee).
It's a delicious food!



LET'S VISIT A FRIEND IN AUSTRALIA

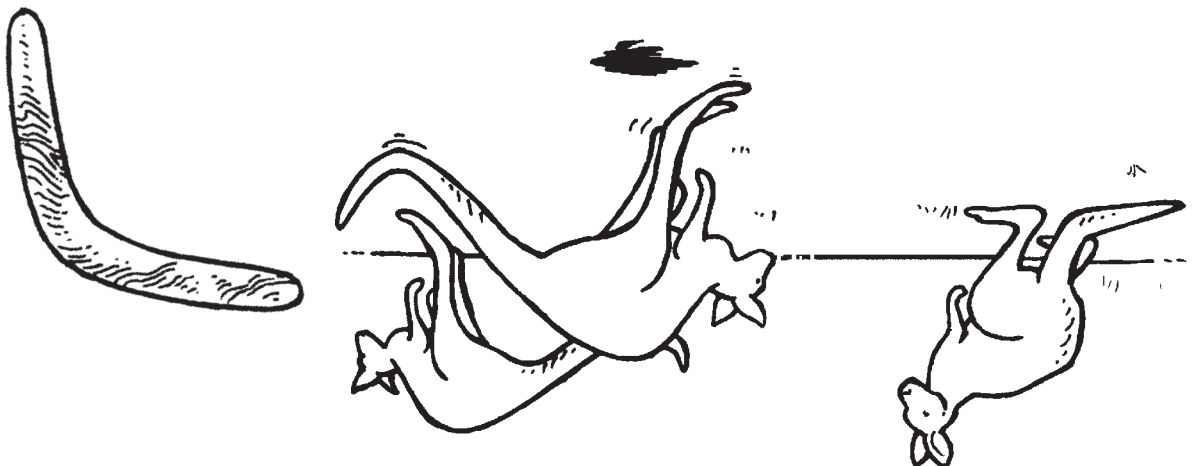
Hi, Jessica is my name. I'm an **Aboriginal** Australian. Aborigines have lived in Australia for tens of thousands of years. I am six years old, and my younger brother is four. We live with our mother and grandmother in the country. My mother works as a cook.



7

8

My brother and I like to throw the **boomerang** outside our house. Aborigines used boomerangs to hunt many animals, including birds and kangaroos. A kangaroo is an animal that lives only in Australia. We like to watch the kangaroos hop around our yard.



LET'S VISIT A FRIEND IN RUSSIA

Hello, I am Natasha, and I am seven years old. I live in an apartment in the city of Moscow, Russia. I practice my ballet dancing there when I am not in school.



9

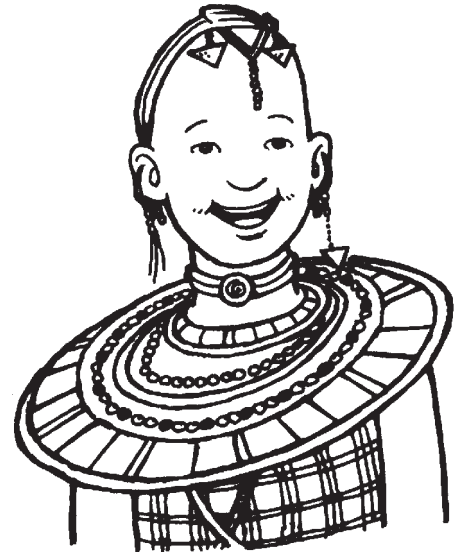
10

It gets very cold in Moscow in the winter. I wear a heavy coat and a fur hat called an *ushanka* (oo-SHAHN-kuh) to keep me warm. My *ushanka* has ear flaps to keep my ears warm, too. I wear my *ushanka* when I make snow angels and build snow houses. Sometimes when I come inside, we eat buckwheat flour pancakes called *bliny* (BLEE-nee).



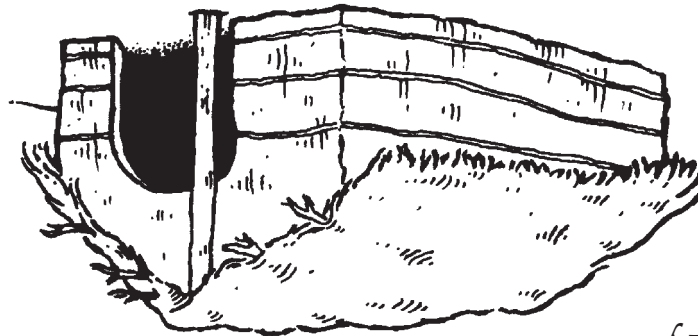
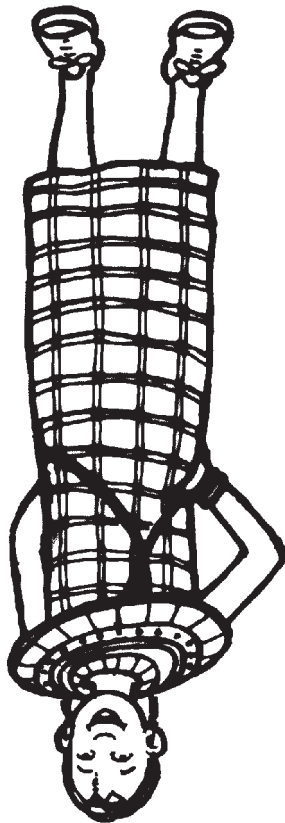
LET'S VISIT A FRIEND IN TANZANIA

Hello, my name is Manka (MAH-n-ka-ah), and I live in Tanzania. My people are called Masai. Most of us live in wooden huts with grass roofs called *enkajis* (en-KAW-jees). My father and the other men take care of the cattle. Cattle are very important to Masai people.



11

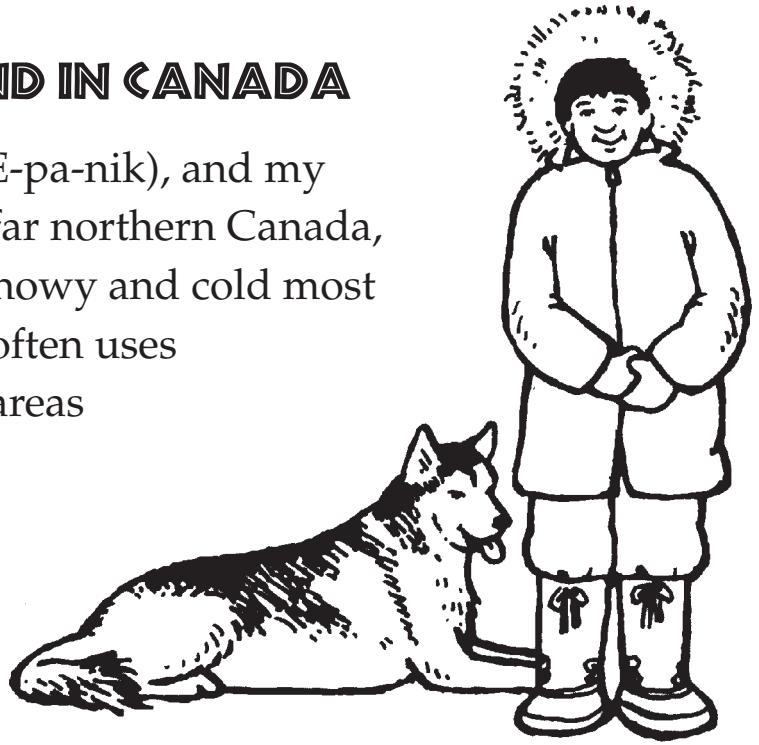
12



The women build the *enkajis*, make jewelry out of beads, and carry water from the well. I enjoy wearing my beautiful beaded collar and making toys out of the soft clay. I hope you will stay longer the next time you visit!

LET'S VISIT A FRIEND IN CANADA

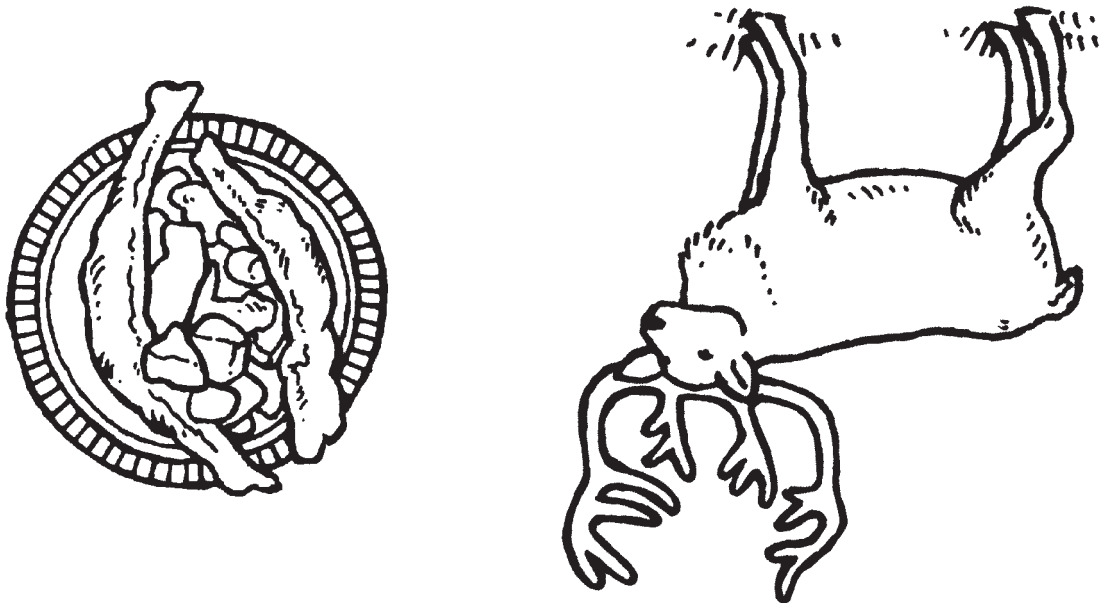
Hi, I am called Kipanik (KEE-pa-nik), and my people are **Inuit**. We live in far northern Canada, near the **Arctic Circle**. It is snowy and cold most of the time here. My family often uses a dogsled to travel through areas covered with snow. We have a team of dogs that work hard pulling us wherever we need to go.



13

14

I love to play ice hockey with my friends. My dad and his friends hunt **caribou** for our food. I like to put ketchup on my caribou meat.



Where Our Friends Live



CONCLUSION

How are you like these children? How are you different? You, too, can be a part of this worldwide friendship circle. Do you want to join?

15

16

Aboriginal (<i>adj.</i>)	of or relating to the native people of Australia who lived there before the Europeans came (p. 7)
Arctic Circle (<i>n.</i>)	an area in the far north marked by a circle of latitude on maps of the Earth (p. 13)
barbecued (<i>adj.</i>)	cooked over an open flame in a highly seasoned sauce (p. 6)
boomerang (<i>n.</i>)	a curved stick that returns when thrown (p. 8)
caribou (<i>n.</i>)	a large deer of northern and Arctic North America (p. 14)
generations (<i>n.</i>)	all the people who are born and live at about the same time (p. 6)
Inuit (<i>n.</i>)	a group of people who live in the Arctic north of Canada, Alaska, and Greenland (p. 13)

Name _____

Instructions: Draw what you visualize in your mind for the pages indicated above each box.

Page 4

Pages 5 to 8

Pages 9 to 12

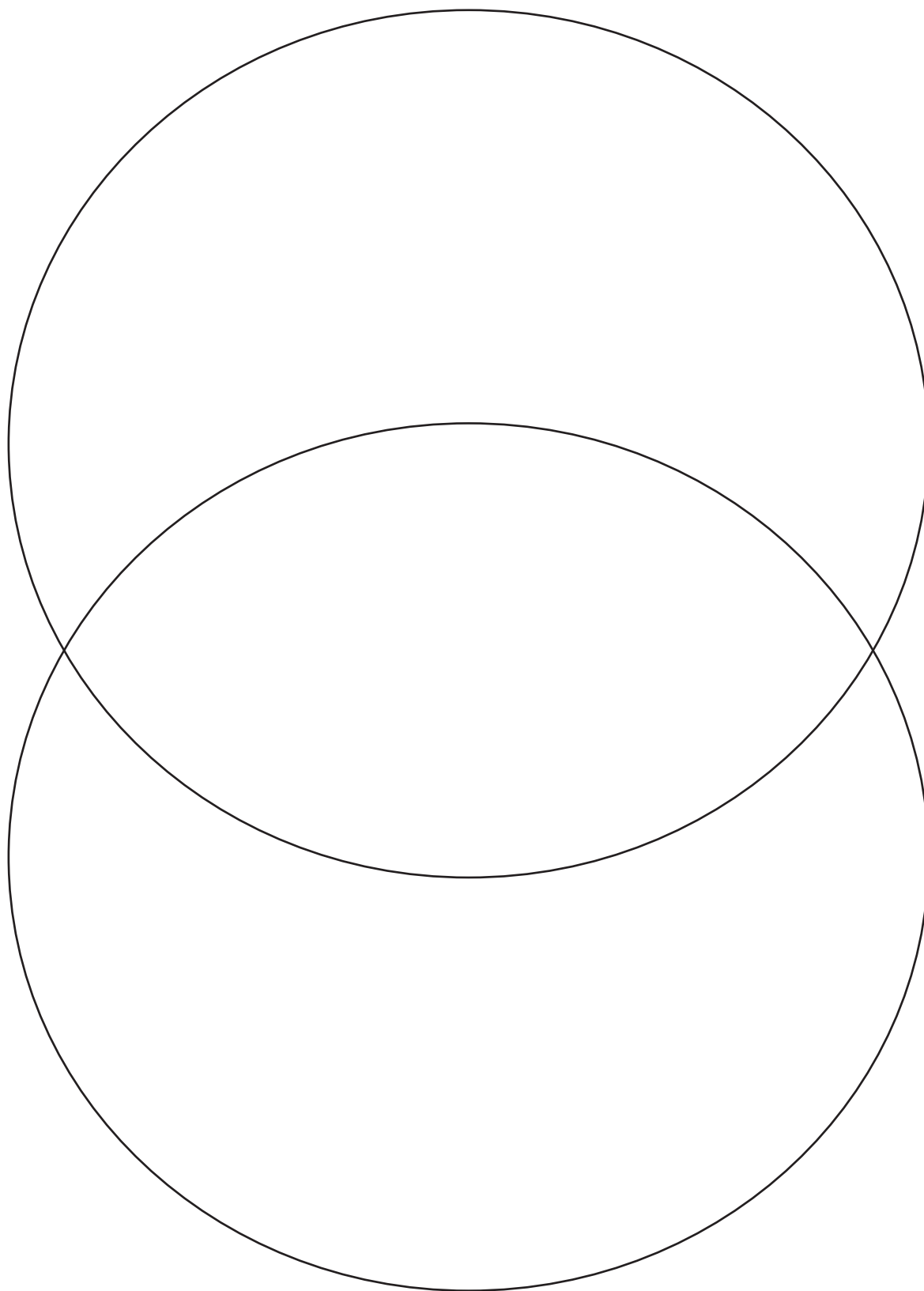
Pages 13 to 14

Name _____

Instructions: Compare yourself to and contrast yourself from one child from the book. Write your similarities and differences on the organizer

Child's name from the book

Your name



Name _____

Instructions: In the text below, circle the letters that should be capitalized. Use a red pencil to circle the letters that should be capitalized as proper nouns and a blue pencil to circle the letters that should be capitalized to mark the beginning of a sentence.

friends around the world

follow the sunlight as it travels around the world.

the sun shines on new friends in new places. some of

these children are very much like you, and some are

different. some of the places are similar to the place

where you live, and some are not. but all of these

friends love to sing and play.

my brother and i like to throw the boomerang outside

our house. aborigines used boomerangs to hunt many

animals, including birds and kangaroos. a kangaroo is

an animal that lives only in australia. we like to watch

the kangaroos hop around our yard.



Name _____

Instructions: Below are words taken from *Friends Around the World*. Cut along the dotted lines to separate the boxes. Then move the boxes around on a flat surface to arrange the words in alphabetical order.



South Korea	Russia
Canada	Australia
Jessica	Tanzania
Natasha	Yong
Kipanik	Manka